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LITERATURE

The King over the Water. By Alice Shield and Andrew Lang. (Longmans & Co.)
James Francis Edward, the Old Chevalier. By Martin Haile. (Dent & Co.)

THAT "the Old Chevalier" should have had to wait a hundred and forty years for his biography is, we think, less surprising than that the task, so long unattempted, should have obtained a double fulfilment in the publication within a month of two independent works. The unhappy prince, who has engrossed so little of the passionate interest excited by his house, had certainly a history, but can hardly be said to have had a career. His father had reigned at Whitehall, and his son for a brief season was to keep court in his name at Holyrood; but James Francis Edward, never grasping for a moment the reality of power, was driven hither and thither over the restless sea of politics, a strenuous but ineffective navigator, the sport of winds and currents which greater ability than his might have failed to utilize. As the attitude of European sovereigns towards him and towards each other was usually of more consequence to James than anything he could himself devise or execute, no account of his life can be accepted as adequate which does not enter with considerable fullness into the history of his times; but "Measures, not men," has never been the motto of Jacobitism, and the importance of general movements, assumed to be familiar, is apt to be overlooked by a writer who can claim, as in this case, to be a pioneer of research. We are, therefore, not unprepared to find that one of the Chevalier's present biographers has confined herself mainly to the personal aspects of her theme.

In Mr. Lang's Preface to the work which has been written under his supervision by Miss Alice Shield we are told that "the purpose has been...as far as may be, to avoid incursions into general history, confining the work to biography." This limitation seems to us to detract from the value of the book without adding anything to its interest. Indeed, a narrative so minute and exhaustive of the titular king's daily life—his plots, his peregrinations, his domestic troubles, his "eternal correspondence"—would have been less fatiguing and less difficult to follow if the reader's attention had occasionally been diverted to a survey of political conditions outside the exiled Court. Biography, for example, might well have expanded into history at the point where James loses his best friend in Louis XIV., and France, under the Orleans regency, advances towards that alliance with Great Britain which forms so remarkable an interlude in what has been called "a second Hundred Years' War." The author holds that the death of Louis XIV. was no great misfortune to the Jacobites, since "he was as much bound by the Treaty of Utrecht as the Regent could be"; but whilst Louis had no motive except prudence for not violating the treaty, the Duke of Orleans and George I. had a common interest in upholding it—the one because it excluded the Spanish Bourbons from France, and thus placed him next in succession to the sickly child Louis XV.; the other because it excluded the Stewarts from England. It was the belief of Bolingbroke that, if Louis had lived six months longer, the preparations he was secretly making to assist the Chevalier would have led to a renewal of the war. The Regent, unwilling to desert James before he had made sure of King George, did not wholly stop these preparations; but he had been in communication with the British Ministry even before the King's death, and, within a month after, he was discussing proposals for a mutual guarantee of succession as the basis of an alliance. Making use of the facts furnished by Mr. Lang in his 'History of Scotland,' Miss Shield puts it beyond doubt that James had no thought of deceiving either Bolingbroke or Berwick in the instructions which he sent to Mar, without their knowledge, to begin the rising in Scotland; but his action is admitted to have been "rash."

The crisis of 1715 is not the only one in which the dependence of Jacobitism on international relations is inadequately explained; but those who are interested in "James III." not as a mere pawn on the European chessboard, but as a crownless sovereign, the centre of a shadowy Court, need ask for nothing better than this book. It is manifestly the fruit of judicious and exhaustive research; it has the flavour of literature, shows insight, and is remarkably free from bias. Not the least interesting of the chapters are the three which describe the part played by James in the War of the Spanish Succession, including his gallantry

amidst the awful carnage of Malplaquet, where he headed the French assault in no fewer than a dozen charges. Bolingbroke receives less than justice; but the author has no romantic illusions, and appraises Jacobitism—at all events, official Jacobitism—at much less than its popular value. We have noticed very few blunders. The historian of George II. (p. 452) was of course Horace, not Edward, Walpole; the Jacobites and their Spanish allies in 1719 were far from being "annihilated" (p. 320) at Glenshiel; and when one recalls the outburst of popular indignation to which Admiral Byng was sacrificed, it is disconcerting to read (p. 460) with regard to the loss of Minorca that "the English cared no more than if George II. had lost his pocket-handkerchief." Lord Tullibardine at Malplaquet can hardly be said to have fallen "at the head of the Atholl Highlanders." Not a few of these had no doubt enlisted under the son of their chief; but the corps he commanded was the Scots Brigade in the Dutch service, which was recruited mainly from the Lowlands. The Preface informs us that "most of the research and almost all the writing are Miss Shield's"; but the reader who takes pleasure in Mr. Lang's sprightly style will find something not unlike it in these pages. The youthful Chevalier may possibly have been guilty, like Sam Weller, of "one amiable indiscretion"; and on this we have the comment:—

"James was but a man and a prince, and the ways of princes in those days—though no doubt we have changed all that—were often strait and secret, yet leading to destruction."

In point of industry and research there is little scope for choice between Martin Haile's monograph and that of Miss Shield, and, happily for the total contribution to our knowledge made by the two books, the subject is viewed rather from the political than from the personal standpoint. Martin Haile is laudably indifferent to the advantages offered by a popular theme; but the work, though it quotes largely from documents, cites them in the margin, and discusses them in foot-notes, is by no means a mere compilation, and ought to appeal to a wider public than that of professed students. It is a painstaking study of Jacobitism in relation to wider issues. The author is thoroughly alive to the significance of the Orleans-Hanover compact; does justice to the Quadruple Alliance in its bearing on the Jacobite expedition of 1719; explains the attempt of James to mediate between France and Austria in 1735, and shows how serious a blow to his hopes was the renewal of hostilities between those Powers in 1740. Martin Haile has borrowed two facts, new to English history, from the researches of a French scholar, M. Weisener. It is shown that it was George I., and not the Duke of Orleans, who took the initiative in proposing an alliance; and the arrest at Innsbruck of James's intended bride, Clementina

Sobieski, is accounted for by showing that the Emperor, in the words of his ambassador at Rome, "was not in a position to refuse anything to the Elector of Hanover," from whom he had received a considerable subsidy in return for a promise to close his dominions to the Pretender and his adherents. Martin Haile is not beyond reproach in style, and, though incapable of suppressing or distorting facts, sometimes sees them with a jaundiced eye. We find nothing but evil concerning George I.; and it is surely a vapid remark to say concerning James II. that his "most unconstitutional acts pale beside the proceedings of" the Convention Parliament. Without a violation of the Constitution kings may reign, but can hardly be deposed. The author imagines that England and France were involved in successive wars through the deposition of James II., and would have become allies if France in 1740 had combined with Spain and succeeded in restoring his son. The war which terminated at Ryswick in 1697 was no doubt due to the Revolution; but the Anglo-French quarrel throughout the eighteenth century had its roots in maritime and imperial antagonism, and we may be sure that a Dupleix in India and a Duquesne in America would have arisen to vex the subjects even of a Stewart king. The statement on p. 63 that the Scottish Act of Security was "for the succession of Hanover" is rectified on p. 69, where we are told that the Act provisionally excluded that succession; but so well-informed a writer might have been expected to express things with more accuracy than this:—

"The young Archduchess Maria Theresa's title as Queen of Hungary was uncontested; but her assumption of that of Empress of Austria was at once opposed by the Elector of Bavaria, who claimed the empire for himself."

In those days there was, of course, no "Empress of Austria." Maria Theresa's claim to succeed her father in the duchy of Austria was indeed contested by the Elector of Bavaria; but her sex disqualified her for the dignity of Holy Roman Emperor, and it was her husband, Francis of Lorraine, whom the Elector defeated as candidate for that office. Both works, it should be mentioned, are illustrated and indexed; but the entry "James III.," which engrosses $7\frac{1}{2}$ columns of Miss Shield's index, is omitted in the other volume.

We shall now, it is to be hoped, see no more in history of the tipsy, amorous Chevalier whom Thackeray, despite his researches at the British Museum, depicted in 'Esmond.' James was, indeed, a sober, upright, and chivalrous prince, conscientious in the use of his very ordinary gifts; and pathetic are the glimpses we get of him in Miss Shield's book, plying the shuttle of an ever-baffled diplomacy, writing and dictating innumerable letters, "a man," as Mr. Lang has elsewhere said, "eternally absorbed in his sad futile business." We are told that he was "a Quietest or Christian

Stoic"; but his professions of tolerance, inevitable in one in his position, did not, we think, deserve so much emphasis. The son of a king who had been deposed for attempting to dispense with the penal laws against Catholics would have been in a hopeless predicament if he had refused to tolerate Protestants.

Virgil's Messianic Eclogue. By J. B. Mayor, W. Warde Fowler, and R. S. Conway. (John Murray.)

It is matter of common knowledge that in Germany the poems of Virgil are not a popular instrument of education, and that, as only the equivalent of an English school term is devoted to the 'Æneid' and a "Durchblick durch das ganze Werk," and as the 'Georgics' and 'Eclogues' are virtually unknown to the schools, the real gospel of Virgil does not reach young Germany. Recent work, such as Mr. Glover's studies, Mr. Warren's 'Death of Virgil,' and the three essays contained in this volume, proves conclusively that the humane teaching of the Mantuan still has a strong hold over thinking men in this country. Undoubtedly there are in Germany keen students of Virgil's works, but it is obvious that his influence cannot be so pervasive as it would be if a large proportion of the young thought of the nation, as in England, were steeped in the lofty sentiments and haunting rhythms of the poet. With both of these merits the fourth Eclogue is specially endowed, and, even without a clear understanding of its difficulties, many a young student may have carried away from a reading of the "Sicelides Musæ" the edifying thought of the infinite possibilities of human amelioration which spring from its teaching of lovingkindness and mercy. Still, it is a gain if these difficulties can be swept away, and a definite meaning attached to lines which have hitherto been regarded as cruces in the poem. We of the present generation have mostly taken our guidance from Conington or Mr. Arthur Sidgwick. The former was content not to press the doubtful passages, but to allow particular problems to remain unsolved while he expounded the general drift of the Eclogue. Mr. Sidgwick, with his commendable desire to make things clear to young minds, in discussing the difficulty, Who was the child? was led to decide for the progeny of Pollio. This decision, we take it, is overthrown, as far as is possible in a case where final certainty cannot be reached, by the consensus of the three essayists who contribute to this volume. We think that what on this matter is common ground to Mr. Conway, Mr. Warde Fowler, Mr. Joseph Mayor, and many another scholar might well be definitely taught in schools, and that Mr. Sidgwick's conjecture should now be set aside.

Even at the risk of taking up some space, it is worth while to state what seems to-day the best view of this much-debated Eclogue. If more truth has been attained, it is by use of the only reason-

able method of approaching such questions, that is, by a close study of Virgil's works as a whole, of his life and the circumstances of his times. Mr. Warde Fowler expresses the general position in a few words when he writes:—

"I look on it as the celebration, in mystical, and as the writers of these Essays believe, Messianic language, of the actual birth of a real child, who is destined to initiate a new era of happiness for Italy and the world."

Mr. Conway in his essay makes good his point that in the whole work of Virgil there is often found a conception which in many ways is parallel to the Jewish expectation of a Messiah,

"the conception of a national hero and ruler, divinely inspired, and sent to deliver not his own nation only, but mankind, raising them to a new and ethically higher existence."

Working this out more in detail, he proceeds to prove satisfactorily that Virgil consciously entertained the ideas that the world was in need of regeneration; that the establishment of the Empire was favourable to such an ethical movement; that Rome's duty was to attempt the task; and that one special deliverer must begin the work—a work which would involve disappointment, and the essence of which lay in a more humane ideal, an ideal of mercy. "Italy regenerate," says Mr. Warde Fowler, "after a period of darkness and wickedness—this is the one great idea that animates the poet's mind throughout." He also sees that the question who the child was is not a vital matter, so far as the poem itself is concerned. Still, there seems to have grown up a remarkable agreement among eminent scholars as to the child. Except in so far as Prof. Skutsch gives forcible expression to this view, much need not be made of his having reached it himself. We believe we are right in saying that many English scholars previously thought the same as the Breslau professor. The "father" who has given the world peace is Octavian; the child is the heir to the Empire whose birth was expected in 40 B.C., but who in fact was never born. The child Scribonia bore early in 39 was a girl, the unhappy Julia. Scribonia was divorced on the same day. Virgil's Eclogue, already published, was "allowed to stand, enigma though it had become," because "its real object was to hail the coming Better Age rather than to salute the expected infant."

In considering the sources of the fourth Eclogue Mr. Mayor sets himself to answer a question asked by Conington: Are not the images used by Virgil sufficiently paralleled in pagan literature? His answer is that such parallels are not to be found, except in the Jewish Scriptures, to which he traces them back. The "Cumæum carmen" he traces to the Sibylline books doctored by Jews for Jewish purposes. A consideration of the fact that the Jewish Scriptures lend themselves with extraordinary readiness to parallel quotation in many branches

of poetry, history, and philosophy puts us on our guard against a too easy acceptance of such parallels as those made out between this Eclogue and passages of Isaiah; yet in spite of this we think Mr. Mayor's conclusions are too strong to resist. The "Cumæum carmen" was either one of the many oracles which... were apparently still in circulation in Rome"; or it may have been imported to Rome between 76 and 40 B.C. "In either case it is probable that this carmen was of Jewish origin." There are two features of Virgil's vision which, though alien to Græco-Roman thought, pervade and dominate Hebrew literature: the ideas that man's true perfection lies in the future, not the past; and that the perfect state is to be brought about by the birth of a child. Mr. Mayor accepts Munro's rendering of "Jovis incrementum," "promise of a Jove to be," a phrase which, though unexampled in classical literature, is amply paralleled in the Hebrew prophets. The upshot of the whole matter is that the thoughts and expressions of Isaiah somehow filtered through to Virgil, and that the Sibyl was the medium of communication reaching through 500 years.

Such being the main drift of the poem, there are one or two points of interpretation which we may accept or reject without prejudicing the position held by the three essayists. Mr. Fowler cleverly, though not quite convincingly, suggests that the "bulk of the poem is a prophetic Carmen conceived as sung by a *vates fatidica*, with whom Virgil half identifies himself, *during the actual birth of a child*." He also adopts the reading (l. 62) "qui non risere parentes"; but we feel with Mr. Conway that this Latin, in such a place, is virtually impossible, and are prepared to stand by "cui non risere parentes." Again, a highly probable suggestion is made by Mr. Fowler, who aptly applies to the present passage a quotation from the additions to Servius: "Proinde nobilibus pueris editis in atrio domus Iunoni lectus, Herculi mensa ponebatur." The *deus* is Hercules, the *dea* is Juno, and the two together were regarded as the *di coniugales*. Anyway, the general sense of these lines seems to us to be: "The child whom its parents do not joyfully acknowledge cannot be expected to find favour in the sight of the gods who joined those parents in wedlock."

We find ourselves at one with Mr. Fowler in our inability to accept certain views of Sir W. M. Ramsay and Prof. Reinach. The former holds that Virgil did not refer to an actual human child: the child was an abstraction, an idealized generation then beginning. The answer to this view is the concrete character of the last four lines. The latter tries to establish that there are no historical or political allusions in the poem, but that the character of the whole is exclusively religious or mystic. To him the child is Dionysus, the son of Jupiter.

We lay down this little book, with its scholarly and feeling attempt at poetical interpretation, with a sense that its

perusal will, in the best and broadest way, stimulate the imagination.

The Writing of English. By P. J. Hartog, assisted by Mrs. A. H. Langdon. (Oxford, Clarendon Press.)

THE first sentence in Mr. Hartog's Preface is "The English boy cannot write English," and a fairly extensive experience of boys' attempts to do so compels us to admit—and deplore—the general truth of the statement. Further on in the book we are told

"that though he may be totally ignorant of the rules of grammar, he has the power of saying accurately *what he needs and wants to say* in the language in which he thinks."

We hardly think so highly of the boy's power of oral composition; he will, we admit, make his wants known, but in doing so will often depend as much on facial expression, voice, intonation, and signs as on the correct construction of his sentences. In writing, he has all to learn; in speaking, much; it is, however, difficult to keep the training of the one faculty separate from that of the other.

Mr. Hartog concentrates his attention on the writing of English, and first points out the almost total absence of effective rational teaching of the language in our schools, and then shows, by careful investigation of school methods in France, how the mother-tongue is successfully taught there, and how, *mutatis mutandis*, similar efficient instruction in English might be given in this country. In a useful appendix he supplies, with Mrs. Amy H. Langdon's assistance, practical details of the literary training which he desires to see introduced into English schools. The arguments in favour of comprehensive judicious training in modern English, both in our primary and secondary schools, are unanswerable, and the suggestions for the carrying out of such a course of instruction are of practical value.

It can hardly be denied that English, both written and spoken, is deteriorating. Those who can recall the not very high literary standard attained in English by boys and girls leaving school thirty or forty years ago, will probably agree that it was higher than that attained by young people of like standing now. It is not easy to offer a satisfactory explanation of the change for the worse; and it would be interesting to know how an expert like Mr. Hartog accounts for it. It is a curious experience nowadays, when we hear young people describe a long day on the links, a successful dance, or any other topic in which they feel real personal interest, to note the meagre vocabulary at the speakers' disposal, and the grotesquely inaccurate use of the few words left to them. Their descriptions in the form of written narrative would be still balder. Correspondingly unfavourable criticism of a French boy's composition would not be justifiable, for he writes his own language clearly

and correctly; and his literary skill cannot be attributed to national aptitude rather than school training, for, as Mr. Hartog tells us, "national aptitudes, in this as in other things, are singularly difficult to dissociate from training and tradition. In France "training and tradition" have long obtained in the mother-tongue; but in this country they existed only, and still exist mainly, in classical studies, and men who passed through the old-fashioned course acquired directly but a scanty knowledge of their own language, although they acquired such a literary training, and such a knowledge of language itself, that they could, if it became expedient, gain efficient mastery of English readily and easily. "On the other hand"—we quote F.R.C.S. from the recent correspondence in *The Times* on 'Science and the Public':—

"men whose education has been conducted on the 'modern' side of a school, and subsequently in 'science' classes, have seldom learnt any language at all, and are often incapable of expressing themselves with clearness or accuracy. They often possess only a very limited vocabulary; the construction of their sentences is often extremely faulty; and they frequently misapply even quite common words, because they have never been taught to understand and consider meaning."

There must be something seriously wrong in our national system of education if a youth who has been through the modern side of a school, and has subsequently attended science classes, is virtually ignorant of his own language.

By the end of the seventeenth century the French had elaborated a rational system of literary instruction in their native tongue; but in this country at the same date Locke, in his 'Essay,' and 'Thoughts concerning Education,' was writing with utter scorn of our teaching of rhetoric. Little was effected in this country at that time; but in France, in spite of the struggles of the Jesuits (who looked askance at the cultivation of the mother-tongue), first with Port Royal, and later with the universities, a course of literary training in the national language became, and has since remained, an important part of the curriculum in primary and secondary schools. Many Frenchmen consider the teaching to be "too literary, too remote from life, too declamatory"; but the fact remains that French boys on leaving school can write an intelligible, well-ordered, grammatically correct essay, narrative, or letter. Mr. Hartog explains the methods of teaching composition and literature adopted in primary and secondary schools in France, and describes the various lessons at which he was present in a considerable number of elementary schools and Lycées in Paris. The methods are so judicious, and so carefully arranged and followed, that none but a boy far below the average of intelligence can fail to acquire the art of expressing his ideas, and the information he possesses, with reasonable grammatical accuracy and a certain amount of literary skill. Mr. Hartog makes a strong appeal—not only to the school-

master, but also to the parent, "whose control over secondary education is greater than he thinks," and to the community—that they should require equivalent teaching in English composition and literature to be given to all English boys; and he points out that the pupils' attention in the study not only of the poets, but also of the great prose-writers of modern times, should be directed "to general sense and content rather than to exceptional linguistic detail or to incidental allusions, other than those essential for the comprehension of the author."

Teachers are not left in doubt as to how Mr. Hartog's suggestions are to be carried out in schools, or his requirements satisfied; for he provides numerous carefully chosen exercises in composition, accompanied with hints on the general method of using them in class. The last few pages are devoted to criticism of a school essay written at Haileybury, and to the critical analysis of a passage from Kinglake's 'History of the Crimean War.' Both criticism and analysis are excellent.

If parents and schoolmasters will pay heed to the good counsel and practical suggestions in this handy and valuable little work, no future writer on literary studies in our schools will, we think, be able to begin his first chapter—as Mr. Hartog begins his—with the discouraging statement, "The average English boy cannot write English."

The History of Freedom, and other Essays.
By John Emerich Edward Dalberg-Acton, First Baron Acton. Edited by the Rev. J. N. Figgis and Reginald V. Laurence. (Macmillan & Co.)

THERE is a pathetic interest in this volume, which is suggested in its title. Here, so far as we are told, is all that was ever achieved of the great history of liberty, which was to have been the work of Acton's life. It consists of an address delivered to the members of the Bridgnorth Institution in 1877 on 'The History of Freedom in Antiquity,' and another address, delivered to the same body three months later, on 'The History of Freedom in Christianity.' Perhaps we may add to these an article printed in *The Quarterly* in 1878 on Erskine May's 'Democracy in Europe.' The three take up exactly one hundred pages out of a volume of six hundred. That is all that Acton ever accomplished of his great design.

Of course it was impossible. No man who knew enough to write on such a subject could ever have written the book. One wonders if such a volume, on the only scale which would have been of value to a student, would ever have been read. Indeed, we may be content with the brilliant yet solid essays in which the principles of the whole history laid down are:—

"We must be at war with evil, but at peace with men, and it is better to suffer than to commit injustice. True freedom, says the most eloquent of the Stoics, consists in obeying God."

There were the fundamental ideas of Acton summed up. He looked at all life pre-eminently and persistently from the moral point of view. He had no belief in the modern theory of the State—that it is omnipotent, and may recognize no limits but its own will. The tyranny of the majority seemed to him a hideous thing. The editors tell us that he was the incarnation of the "spirit of Whiggism"; but this was not at all in a democratic sense, and perhaps he was nearer to the Whiggism that Disraeli derided than they admit. Constitutional government was his ideal, but he was not able, it would seem, to reconcile it very closely with pure democracy. Democracy and absolutism were too near akin.

"Provided that freedom was left to men to do their duty, Acton was not greatly careful of mere rights. He had no belief in the natural equality of men, and no dislike of the subordination of classes on the score of birth."

He was in truth an aristocrat through and through, by birth and training, by association with the nobility of Germany and England, by a certain want of sympathy with imperfection in others, and a very decided contempt for ignorance. Deep-rooted though his desire was to secure to every man his rights, and to every institution no more than its rights, yet it cannot be denied that there was always in him a strain of that intolerance and "superiority" which belongs to the pure Whig, which came out in such curious ways in his letters to Mrs. Drew, and which is evident in the description of Lord Liverpool quoted in the Introduction to this book.

Something of this Acton saw himself. His

"desire to maintain the view that 'morality is not ambulatory' led him at times to ignore the complementary doctrine that it certainly develops, and that the difficulties of statesmen or ecclesiastics, if they do not excuse, at least explain their less admirable courses.In a pathetic conversation with his son, he lamented the harshness of some of his judgments, and hoped the example would not be followed."

Still, the example was noble, because the judgment was so entirely honest, the standard so undeviatingly high.

"To all those who reflect on history or politics, it was a gain of the highest order that at the very summit of historical scholarship and profound political knowledge there should be placed a leader who erred on the unfashionable side, who denied the statesman's claim to subject justice to expediency, and opposed the partisan's attempt to palter with facts in the interest of his creed."

All this, and much more, is most admirably said in the excellent Introduction of Mr. Figgis and Mr. Laurence. We do not know that Acton can quite fairly be described as a leader, at least during the greater part of his life, whether in historical scholarship or in political knowledge; but we have no doubt that the indirect influence of his intellect and his knowledge was greater than was generally known when he was alive. It may

even have been greater, as the editors suggest, at the time of the Vatican Council, than was supposed: at least neither the terms of the dogma of Infallibility nor its effects were what he feared.

But it is not only as a politician or a moralist that Acton is shown in the present collection of his work. He appears almost as conspicuously as a pure historian. His essays on the Massacre of St. Bartholomew and on the Protestant theory of persecution are examples of this. They are minute and careful work, full of knowledge, research, critical appreciation. They distribute even-handed justice with an unsparing severity. If the Protestant action is regarded as the less defensible, because it depends on a crude and immoral theory, yet the defence of the massacre of the Huguenots is condemned in uncompromising style:—

"The same motive which had prompted the murder now prompted the lie. Men shrank from the conviction that the rulers and restorers of their Church had been murderers and abettors of murder, and that so much infamy had been coupled with so much zeal. They feared to say that the most monstrous of crimes had been solemnly approved at Rome, lest they should devote the Papacy to the execration of mankind."

The interest of the historical essays in this volume is not, however, purely constructive. It is critical too, and personal. As examples of the critical method of the author we may note the reviews of Mr. Goldwin Smith's 'History of Ireland' and Dr. Henry Lea's 'History of the Inquisition.' Here we find both wit and detailed knowledge, as well as a fine critical sense under the control of a determined and consistent fairness.

The personal side of Acton's energies comes out in the extremely interesting papers on 'Döllinger's Historical Work' and on the Vatican Council. In the latter there is a marked and impressive restraint which makes the record of the facts the more significant, and the omission of any concluding judgment also tells its own tale. What it all meant in Acton's eyes is partially—but only very partially—told in the letters which have recently been edited with such evident skill by Abbot Gasquet: there is more to come, we are told by Mr. Figgis and Mr. Laurence, when the letters to Döllinger are given to the world. Döllinger was Acton's chief teacher from the time he was seventeen; and special interest attaches to a long paper on the great Bonn scholar's book on the Temporal Power, and to the shorter summary of his historical work published in *The English Historical Review* seventeen years ago.

We have said enough to indicate the varied attractions of this volume. It shows us, indeed, the great scholar at his best, in his wide knowledge, sound judgment, and intense but restrained moral fervour. It is a book which does more than add to our information: it strengthens and inspires. It makes us desire more than ever these Lectures on the French Revolution which were promised us a long while since, but are still, with no explanation, delayed.

Continuation Schools in England and Elsewhere. Edited by M. E. Sadler. (Manchester, University Press.)

PROF. SADLER edits this volume of publications of the University of Manchester, and also contributes to it the Introduction and several chapters; the remaining chapters are written by persons who speak with the authority of knowledge. A work of this kind on Continuation Schools and kindred topics, containing much tabulated information, and in many places bristling with statistics, will hardly exert great initial attraction on the general reader; but Prof. Sadler and his collaborators exhibit so much literary skill, and have so cleverly marshalled their facts and figures, that thoughtful men and women will read the volume with interest and advantage. It is a treasure of facts and judicious opinions in the domain of the history and administration of education; and although the editor's views and desires—he being a progressive and enthusiastic advocate of education—may be in advance of those of his readers, yet the consideration for others as well as moderation with which they are set forth will go far to make converts.

The introductory historical account of what has been done in this island for the promotion of Continuation Schools, and the furthering, during the period of adolescence, of education and instruction consequent on primary teaching, and more advanced than it, takes into consideration the interval between 1780 and to-day. This interval, beginning with the rise of the modern Sunday-school movement, is divided into four great periods: (I.) from 1780 to 1833, when the first Parliamentary grant was given "for the purpose of education"; (II.) from 1833 to the French Revolution in 1848; (III.) from 1848 to the passing of the Elementary Education Act in 1870; and (IV.) from that date to the present day. We read with satisfaction that, during the last hundred years, evening schools and classes, and other means (the majority of them due to voluntary agency) for the further education of the people, have taken no unimportant part in our social history; and that "in no other country have they been more numerous or more varied in form and purpose." The work of the chief educational agencies (ranging from the Sunday school to the University Extension Lecture and the National Home Reading Union) that have placed the advantages of instruction within reach of the young (of both sexes), is sympathetically reviewed, and described in considerable detail; and we are glad to find that agencies in which recreation and physical training are important, if not predominant factors, are included. These agencies have been worked with greater or less efficiency, and for varying lengths of time, and all seem to have been really successful at some point in their history, if not during the whole of it. After these voluntary agencies follow our

State-aided evening schools; and Mr. Sadler places before us an account of the work they are doing in certain Northern manufacturing towns as well as in rural districts. The history of the voluntary institutions for giving "further education," shows clearly how great is the debt owed by the nation to enthusiastic religious belief in all classes of the population. Night schools for adults were recommended so early as 1711 by the Society for the Promotion of Christian Knowledge, and the work done by the Established Church is highly appreciated in this historical review; at the same time the efficient and successful agencies established by Roman Catholics and Protestant bodies receive unstinted praise.

Prof. Sadler finds, in the answers to inquiries addressed to 17 railway companies and 195 large trade and industrial firms, concerning facilities granted to their employees for attending continuation and technical classes, that a large number of those who replied to his questions make attendance at these classes easy, and encourage their workpeople to attend them, and no doubt this number will increase; but the half-time system forms at the present day a serious obstacle to the efficiency and spread of the classes. The half-timer learns very little in the primary school, and more often than not leaves it with a decided distaste for mental effort; nor is this surprising. The half-timer, a child under fourteen, is called before 5.30 A.M., has just time to swallow some bread-and-butter and tea that "has often been left to stew overnight in the oven," and must be at the factory at 6. He works there till 8, and then has half an hour for breakfast, which is generally eaten in the "stuffy room" where he has been working. The next four hours, till 12.30, are spent in work, and about 2 P.M. the child goes to school for 2½ hours. The evenings are spent generally in some form of recreation, "or wandering aimlessly about the streets"; in only a small percentage of cases "in domestic work, at the evening Continuation School, or in reading at home." The lives of these half-timers are pathetically unchildlike, and their lessons must fall on drowsy eyes and tired ears. It does not surprise us to read that "a distinct physical deterioration sets in immediately a child goes to work half-time." These children have also lost interest in school work, and seldom regain it during adolescence; and it has been found in Burnley that the number of half-timers who begin attendance at evening schools is considerably less than half that of day scholars who continue their education in this way. Many successful mills, however, employ no half-timers at all, and a few run at night, when the employment of "half-timers" is illegal, and there is reasonable hope of a gradual change of public opinion in factory districts in respect of half-time; so that when the State insists—as it will soon be its duty to do—on the compulsory continuation of education during adolescence, the change will be accepted, if not welcomed.

The descriptions of Continuation Schools in Germany, Switzerland, France, Denmark, and the United States—their beginnings, scope, maintenance, and the attendance at them—are most suggestive. We in England have much to learn from these foreign schools, and in some respects may take them as examples; but in many ways they differ one from another, and every country seems to establish and keep in working order the school system best adapted to its needs. The comparison made between the German and English systems—the one authoritative and compulsory, the other simply voluntary—is interesting. Prof. Sadler appears to approve the former, but he recognizes the good points of both. The German plan makes the most of the average adolescent, and even of the dullard, not perhaps giving the best chance to the brilliant, strenuous scholar; ours, on the other hand, makes the most of the really clever youth, but is likely to do less for his weaker competitors than they deserve; ours, therefore, is the less economical of the nation's brain-power.

France has attacked the problem of "further education" with great enthusiasm, and with the logical vigour characteristic of the Latin mind. Continuation classes and other means of acquiring "further education" are distributed throughout the country; they work efficiently, and are producing good results both in town and country. It will surprise some readers to learn to how great an extent the initiation and maintenance of these institutions are due to the ardour, liberality of mind, and generosity of various religious bodies, the Catholic Church and the Protestant and Jewish organizations.

The People's High Schools ("Folkehøjskoler") in Denmark are among the most interesting and most successful experiments in "further education," and have to a large extent solved the social problem that oppresses our own country—how to keep the people on the land. These Folkehøjskoler are private, State-aided institutions, and their methods of education and discipline have great elasticity; but the basis of all their curricula is humanistic; and owing to their influence and "a state of the land laws producing peasant proprietorship, the rural exodus in Denmark has been much less serious than in other countries." They also furnish a striking instance of "education spelling prosperity": the value of Danish exports of bacon and dairy produce rose from 2,402,000*l.* in 1881 to 13,614,000*l.* in 1904. These High Schools all exhibit a common feature—they have a decidedly educational aim as well as a distinctly technological object; and this differentiates them from the majority of Continuation Schools described in Prof. Sadler's volume.

Education has two sides, the material and the immaterial, and of these the immaterial is the nobler; but so severe, apparently, is the contest among individuals for wages, and so keen among nations the struggle for supremacy in commercial and industrial pursuits and

operations, that the advantages of education in the intellectual and spiritual development of mankind are often kept out of sight. The Danes in their People's High Schools have, better than other nations, succeeded in combining the two sides of Continuation School work. Against the danger involved in excessive utilitarianism Prof. Sadler utters a timely warning:—

"Let us not identify the world for which we seek to train every child solely with the world of material interests and of visible things. Let us not forget, in our educational plans, the weight that should be attached to the claims of the spiritual realm, whose frontiers transcend political frontiers, and whose commonwealth is in heaven."

EDUCATIONAL BOOKS.

John Bull and his Schools. By W. R. Lawson. (Blackwood & Sons.)—John Bull has often been seriously blamed for his sins of omission and commission in the island that belongs to him; but his doings have seldom been more severely criticized than they are in the volume before us by Mr. Lawson, who, with rather grim humour, has set himself to balance the advantages and disadvantages of the education provided for boys and young men of all classes in John Bull's country; and although the strictures are not free from exaggeration, and in some cases have an air of caricature, we must admit that they place in strong relief many startling imperfections in our schools and colleges. The two main charges that he brings with considerable effect against our educational system are excess of cost and defect of efficiency; and "parents, ratepayers, and men of business," for whose enlightenment the book is written, will read the facts, statistics, and opinions it contains with some little surprise, not altogether of a pleasurable kind. Information concerning the annual cost is summarized in a table showing "the public and private expenditure on education (all grades)," including interest on the capital value of non-provided premises, and the cost amounted in 1906-7 to fifty-six millions sterling, that is, it was only about three millions short of the entire sum spent on the army and the navy; and if the whole cost of education were registered and known, "it might raise the national school bill considerably above the combined army and navy budgets." Some of Mr. Lawson's figures appear to be conjectural, but those which are certainly known are large enough to be matter of serious concern to the patient, tax-paying middle class of the population. The greater part of this enormous expenditure is seemingly absorbed by elementary education, and a large share of it is borne by the middle-class taxpayer, who gains therefrom no benefit—or an infinitesimal one—for his own sons and daughters. He requires for them higher (secondary and technological) and University training; but with a budget for elementary schools which is steadily increasing (the cost of an elementary-school boy in London is about three times as great as that of his brother in Paris), there seems small chance that, if the expenditure on higher education be on a similarly lavish scale, the State will do much for him: there is on the other hand a fear that a reaction of niggardliness will set in, or, to quote Matthew Arnold in 1878, "I am afraid of the cold fit following the hot one in a season of less prosperity."

Mr. Lawson, having shown the magnitude of John Bull's school bill, pertinently asks

"what he gets for it": the answer given to this question is discouraging in the extreme. Mr. Lawson is thoroughly dissatisfied with the results of our educational institutions, and he is clearly most dissatisfied with the products turned out at the top and bottom of the system—that is, the elementary schools and the Universities, especially Oxford and Cambridge. The account of the older Universities is an amusing caricature rather than an accurate presentment: the author writes at second hand only, and a good deal of the description might well have been the work of Alton Locke after preliminary study of the adventures of Verdant Green. The author speaks, however, of the life and studies in the newer Universities from more intimate acquaintance with them, and certainly with greater sympathy. He appreciates highly (and, we think, justly) the University of Science slowly and judiciously evolved at South Kensington, as well as the newer Universities, with their splendid technological equipment, that have risen in the Midlands, the Northern counties, and in Scotland: their efficiency is largely attributed to the co-operation, in their initiation and government, of men of business who knew exactly the requirements of commerce and industry. Men of this kind should undoubtedly have a much more powerful influence in the governing bodies of elementary schools (which Matthew Arnold insisted should be a municipal, not a State, service) and also of higher secondary and technical institutions.

Mr. Lawson hardly knows "whether John Bull is at the present moment more worried about his army or his schools," i.e., his free elementary schools. The imperfections of these schools are sufficiently obvious, and the results attained in them sadly disappointing, so that no exaggeration was necessary in the scoring of points against them. In some instances Mr. Lawson has overlooked this, as, for instance, when he blames certificated teachers for teaching the weights and measures legally used in the country, and he should have known—and in fairness have shown the knowledge—that for years Whitehall has insisted on the teaching of the metric system; and we can safely assert that there are, up and down the country, far more rational teaching and judicious training of faculties and powers of observation than he admits. Still, the appalling fact remains that a large proportion of the scholars who pass through all the classes in our elementary schools sink into casual unskilled work. "Evidently," we read, "a very small percentage of the three-quarters of a million children who leave school every year find themselves well prepared" for skilled occupations. This disappointing condition of things is not so much the direct outcome of our public elementary instruction as of a system of Government organization which leaves scholars, at about thirteen or fourteen years of age, under no disciplinary control, and with no compulsion, or even strong incentive, to attend any course of further education. No general inquiry has yet been made about the career of scholars after leaving primary schools: this is equally true in the case of higher secondary schools and Universities. Isolated inquiries of the kind have been made, as in Finchley; and it was there found that of the children leaving the six schools of the district, 34 per cent. went into skilled trades, 15 per cent. became clerks, and 51 per cent. entered unskilled trades. If these percentages be even approximately true for the whole country, Mr. Lawson's sweeping condemnation of our primary-school system is to a large extent justified.

Suggestion in Education. By M. W. Keatinge. (A. & C. Black.)—Mr. Keatinge deals interestingly and simply with the psychology of suggestion; he adds nothing new to educational theory, but, by making generous use of the literature of hypnosis and psychometry, he shows by implication how dull and blundering were the textbooks on "method" and "school management" familiar in training colleges two decades ago, and also how defective is a teacher's training without some study of psychology. If it is said that teaching is a question of personality, and that the born teacher has always known by intuition what is here laboriously gleaned from innumerable psychical experiments, we reply that such a teacher will be glad to have his practice justified or criticized; and that those teachers—the great majority—who have not chosen their profession by predilection, will find this book sufficient alone to suggest the kind of material they must always be searching for in order to fortify and improve their principles.

All educated people know that they were influenced by much in their environment, of which at the time they were not fully aware. In other words, we live a subconscious as well as a conscious life. Whilst admitting that it is impossible to increase faculty, we recognize that the subconscious contributes both colour and atmosphere to its manifestations. It follows, therefore, that the teacher should, as Mr. Keatinge says, make "it his first aim to see that the subconsciousness of his pupils is a mind of meanings not always fully realized, but felt as desirable and ready at any moment to develop into auto-suggestion." This giving of meanings that later may determine and direct a child's activities is, if not the whole function of schools, an essential part of it.

In the chapter entitled 'Some Practical Applications' the author crosses swords with the Herbartians on the question of moral instruction:—

"The too constant pressing upon a boy of examples of conduct, or the sententious handling of episodes, is certain to arouse suspicion in his mind. In fact, the whole doctrine of influence by suggestion is wholly at variance with the principles that underlie what the school of Herbart calls character-forming instruction."

We must express our disagreement with the author on one point. On p. 158 he writes ironically, in reference to a sound bit of teaching enunciated in Prof. Armstrong's 'The Teaching of Scientific Method,' as follows:—

"From the newer subjects, apparently the salt of drudgery which would season the boy for the drearier situations that life presents may be altogether omitted."

Does Mr. Keatinge suggest, in view of the fact that we shall all be bereaved of some dear friend some day or other, that the best possible preparation for this dreary event would be a weekly or monthly attendance at funerals? The author has yet to profit by his own teaching.

The Education of To-morrow. By John Stewart Remington. (Guilbert Pitman.)—It is argued in this book that the Public Schools and the older Universities do not turn out efficient business men and men of science, and that consequently we are not keeping pace industrially with America and Germany. As the Universities of London, Liverpool, Manchester, Birmingham, and Leeds are well equipped on their commercial and technical sides, it is regrettable, the author thinks, that "the stream of youth is not diverted from the Public Schools to these institutions. Mr. Remington winds up his criticism as follows:—

"The Education of To-morrow must be the education of practical men, by practical men, for

practical men. It must be hidden behind no bars of dead languages, and veiled by no fogs of dead social distinctions. It must realize that the present and the future are more important than the past. It must understand that it is to be the weapon of our sons, as the sword was the weapon of our fathers, and that its battles are the battles of reality, battles not of muscle, but of knowledge."

Selected Writings of Thomas Godolphin Rooper. Edited by R. G. Tatton. (Blackie & Son.)—Thomas Godolphin Rooper was always greatly interested in popular education; and when he was appointed H.M. Inspector of Schools under Sir Francis Sandford, his office supplied him with occupation in most respects congenial, and gave him a career in which his wide learning, deep sympathy with children, and remarkable insight into educational methods, as well as mastery of the principles underlying them, were made available for the national advantage. Rooper was appointed in 1877 second inspector in Northumberland under Mr. Pennethorne; he assumed sole charge of the Bradford district in 1882, and was transferred in 1897 to Southampton. He died in 1903, in his fifty-sixth year.

Rooper's marked charm of manner did much in gaining for him a great and, we trust, enduring influence in education, although, as Mr. Tatton says in speaking of Civil Servants generally, "it is not easy to explain the exact nature of their services or influence." The influence, however acquired, was recognized and felt most widely, and it was invariably beneficial. Rooper, although ready to welcome every improvement, and to receive in a friendly spirit all suggestions, was no faddist in education; hence he was trusted by teachers and managers of schools, and was heard with attention and consideration by the larger public whose first desire is that the elementary schools of the country shall supply the State with young men and young women healthy and sound in body, mind, and morals. There are few problems connected with elementary education that Rooper did not discuss and elucidate in his speeches and writings; but the subjects in which perhaps he took the deepest interest were rural schools, and manual training, both in towns and villages. He considered slويد to be the system of manual training best adapted for school purposes, and insisted on the value of manual training—as indeed of all training of the senses and muscles—"not as a part of technical, but of general education." The changes that he wished to make in the routine of rural schools would involve not so much the elimination of existing studies from the time-table and the substitution of others, as an alteration of the way in which the teachers regard the existing studies.

Mr. Tatton includes in the volume before us the most important of Rooper's contributions to the literature of educational theory and method. They have been collected from articles in magazines and reviews, and from lectures and addresses, for Rooper, so far as we know, published no comprehensive important volume on school work. He was a thoughtful student and an eager and skilled observer of educational practice and theory, both in this country and abroad; and Mr. Tatton's readers will owe to him a debt of gratitude for giving them an opportunity of studying the results of extended experience and much accurate thought. In the essays and addresses that form the larger part of the work, their author enforces the doctrine of apperception, and insists on the application, in everyday schoolwork, of the principle of the correlation of studies; but education is investigated in all its phases and from

different points of view, and much illumination is thrown on most of the difficulties that present themselves in practical instruction. Nor is there any shirking of the deeper, more spiritual problems that beset the thorny questions of religious education. The essays entitled 'Mothers and Sons' and 'Reverence' suggest possibilities of solution by sane persons of goodwill and "de bonne foy," and at the same time convince us that such possibilities tend to vanish amid the tumult of discordant parties and the din of political strife.

Germane to the moral rather than the material side of the teaching and training of children is 'Gaiety in Education,' the subject of a charming essay—a "study in Augustine and Calvin." It would be well for pupils and teachers alike if the spirit of this essay pervaded our educational systems. Rooper possessed in no small measure two of a teacher's most valuable gifts—wide human sympathy and a keen sense of humour; so that from his writings Mr. Tatton has been able to compile a volume which should be carefully read by candidates for a teacher's diploma, and copies of which should occupy prominent positions on the bookshelves in training colleges.

The Journal of Education (Rice) is now a well-established institution. The 800 odd pages of Vol. XXIX. (for 1907) form a valuable conspectus of the educational activities of the year, and reference is made easy and certain by a capital index. This we have tested on certain subjects, and found to be complete. Among other valuable series is one which has a very practical interest for teachers, namely, that entitled 'Idola Pulpitorum,' illustrating the pitfalls of the teachers of different subjects. This volume takes the series from No. III. to No. XI., including English, French, Science, Nature Study, History, Physical Training, Drawing, Domestic Science, and Geometry. *The Journal of Education*, which Mr. F. Storrs has so long and so ably edited, is too well known as a trustworthy and representative educational organ to need further notice.

FOR SCHOOLS AND STUDENTS.

A SERIES of small and prettily printed books in French was announced a year or two ago by Mr. Dent under the title "Les Classiques Français, publiés sous la direction de M. Daniel S. O'Connor." Several volumes, on the whole well chosen, have appeared. We now receive from Messrs. Bell & Co. the first volume of a new series, entitled "Les Classiques Français Illustrés, publiés sous la direction de Daniel O'Connor." The similarity of titles is likely to be confusing, and it should be pointed out that the books differ much in size and appearance, the former being small and dainty, and of the size to accommodate 'Adolphe,' while the latter are large volumes, with illustrations which might easily have been more intrusive upon the text, the first volume being one of the masterpieces of George Sand, *Les Maîtres Sonneurs*. It is preceded by an unimportant preface by M. Faguet; and 'La Mare au Diable' and 'Les Chouans' are announced for immediate publication. It is a little difficult to see the aim or intention of a series in which the 'Dominique' of Fromentin is the only novelty. Are the volumes to be bought for their illustrations? The type, certainly, of this five-shilling book is better than that of the 3fr. 50 French original, and it has gaudily gilt covers, which may please the English eye. But why French novels should be presented to us in the form of gift-books is not clear.

Another series which is wholly commendable in aim, and on the whole excellently carried out, is that of M. Delbos, the "Oxford Higher French Series" (Clarendon Press). Each volume contains a carefully edited text, with introduction and notes, sometimes written in English, sometimes in French. The three new volumes contain a selection of the poems of Auguste Barbier, a selection from 'La Légende des Siècles' of Victor Hugo, and five of the finest short stories of Prosper Mérimée. The last, which is edited by Mr. J. E. Michell, is the most welcome and the most competently annotated. The Introduction is an admirable piece of criticism. Hugo is represented at his greatest, in the poems chosen out of the whole series of the 'Légende des Siècles'; and Auguste Barbier is brought clearly before us in the poems selected from the 'Iambes,' 'Il Pianto,' and 'Lazare.' Barbier is little known in England, though one of his books is entirely devoted to the miseries of London. His work is that of a humanitarian rather than that of a poet, and its vigour carries it beyond the limits of true art. When he succeeds, he succeeds, as Baudelaire said of him, in spite of himself, the genuine poetic impulse breaking through "le souci perpétuel et exclusif d'exprimer des pensées honnêtes ou utiles."

Poésies choisies de André Chénier. Edited by Jules Derocquigny.—*Poésies choisies de François Coppée.* Edited by Léon Delbos. (Oxford, Clarendon Press.)—The idea and general outline of the "Oxford Higher French Series," edited by M. Léon Delbos, are equally admirable and original. One of the volumes, Stendhal's 'Racine et Shakspeare,' has long been out of print in France, and few books of French criticism more deserve to be made accessible. To find Flaubert's 'Salammbô' as a school-book is as reasonable as it is surprising, and one of the volumes last issued, 'Poésies choisies de André Chénier,' can hardly fail to do something to acquaint English readers with one of the rarest French poets, who is certainly no better known in England than Keats is known in France. Chénier has been defined as the last of the Classics and as the first of the Romantics; in a sense, he is both. "La facture de son vers," Leconte de Lisle said of him not less than sixty years ago, "la coupe de sa phrase pittoresque et énergique, ont fait de ses poèmes une œuvre nouvelle et savante d'une mélodie entièrement ignorée, d'un éclat inattendu." He reminds us at times of Landor, at times of Catullus; he warms the frigidities of his period with a new flame of life. Hugo found in his style something "incorrect, parfois barbare," and welcomed it. The last of the Parnassians, Heredia, spent his later years in the preparation—never brought to an end—of an edition of the 'Bucoliques,' which he loved with the fervour of a craftsman recognizing a craftsman. And now Chénier exists, incontestable and uncontested, a Vigny before his time.

M. Derocquigny's selection from the scattered and often unfinished poems of Chénier is done with skill and taste, and his notes are brief and to the point, concerned with just those difficulties which really exist in the text. A better editor could not have been found, and M. Delbos, it is evident, chooses both his books and his editors with discretion.

For his personal work there is less to be said. To turn from Chénier to Coppée is a little disheartening, especially when we are told that the author of 'Les Humbles' occupies a place which is "une des plus distinguées parmi les grands poètes du XIX^e siècle." M. Coppée is among the

respectable writers of verse; he has a wide audience, more or less like that of Longfellow in England or America; and there would be no great harm in putting a selection of his best pieces into the hands of young students of French. But it is positively harmful to assure these students that a second-rate poet is a poet of the highest rank. Nor is M. Delbos more certain in his prosody than in his literary judgment. "Verse incorrectly read," as he justly assures us, "loses at once its rhythm, and is no longer poetry"; and he confirms his statement by telling us to accentuate the first part of the line

Dans une chambre où ma fantaisie s'étouffait
after this manner:—

Dans—u—ne—cham—bre—où,
"thus making," as he says, "six syllables," but, as he does not see, leaving seven syllables to be accounted for in the second half of the line of twelve.

Victor Hugo's Selected Poems. Edited by H. W. Eve. (Cambridge, University Press.)—This selection is intended to smooth the many difficulties presented to English schoolboys by modern French poetry. Not the least attractive feature of the book is the rich variety of subjects with which the poems deal, though naturally history claims the first place. The well-known plan of the "Pitt Press Series" is adopted, the Introduction containing an account of the life and literary work of Hugo, while the notes, both historical and critical, are not too long to be useful.

Elegia: Passages for Latin Elegiac Verse. By C. H. St. L. Russell. (Macmillan & Co.)—Mr. Russell, who is known as a good writer of Latin verse, here offers a manual of elegiac verse composition which seems to us somewhat better than any similar book at present on the market. It contains about 50 pages of hints on composition, divided under 158 headings; then follow 140 pages of passages for translation, with some attempt at gradation, at any rate at the beginning and the end; and finally 100 pages of an excellent English-Latin gradus. The whole gives abundant evidence that the writer is an experienced and skilful teacher of the subject. We agree entirely with him that the next stage after "nonsense verses" should be the translation of real English verse. This at first need not be of a high order, and should be in small instalments; but the teaching should centre round the application of some twenty or thirty obvious artifices consciously adopted by such Latin poets as Ovid. The first ten exercises—in which the pupil is set to expand into couplets such ideas as "The sun rises, Night departs," "The woods grow dark, The sun sinks," "The winds blow, The waves rage," &c.—are just the thing. There might with advantage have been more of them. Coming to the section on hints, we find here all the "dodges" with which several Latin verse books have made us familiar; but they are well stated and exemplified, and the right things are emphasized. Some points we do not remember to have seen embodied in such hints before, and the few cautions given on the treatment of metaphor are judicious. Mr. Russell knows thoroughly well where young verse-writers go wrong, as, for instance, the misplacing of *que*, and the mingling of two co-ordinate clauses. On p. 47, where he writes about a molossus "in the fifth foot, and last half of the fourth," he intends to say the fourth and latter half of the third.

But in spite of these favourable points, we think that a really good teaching book on Latin elegiacs is yet to be written. We desiderate first a definite method, and second,

more knowledge of the actual usage of the Latin elegiac poets. The first is the more important matter. Here we have 158 sections of hints, and of course in the passages there are references to these hints. But one piece refers to section 6, the next to 119. What teachers really want is an arrangement (as logical as circumstances will permit) of such hints under some fifteen to twenty comprehensive headings, and then passages arranged so that one or two points at a time shall be steadily and persistently driven home. Mr. Russell must be aware how few of these principles that he has clearly stated can be grasped by a boy in a term, or even in a year. The constant turning over of these fifty pages to find the right hint will not, we are confident, prove such a good method as the selection for a term's work of some dozen points to be got home, and the adaptation of small pieces of English verse to the teaching of these points.

The second matter concerns the teacher, perhaps, more than the taught, for in looking over composition how many doubts teachers are liable to as to what is the usage of Ovid or Propertius in such or such a matter! There is not enough certainty in English scholarship on such points of usage, and undoubtedly there is an opening here for a useful piece of work. Mr. Russell himself suffers from this. In section 59 he touches very lightly on the subject of poetic plurals, merely stating that we must go cautiously: "Thus, while *pectora* may stand for 'pectus,' *corda* may not, I think, be put for 'cor.'" Now there are some 150 poetic plurals available for elegiac verse, and a list of 50 or 60 of the more common would have been very useful at this point. Nor can we agree with Mr. Russell's acceptance of *pectora* and rejection of *corda*. The facts as to *corda* are that while Catullus uses only the singular, Virgil and Ovid use the plural in a singular sense. For Virgil Mr. Russell may be referred to Maas, 538 sq.; for Ovid, to 'Tristia,' III. ii. 16, *ægra corda*, where he is referring to himself; and 168, *perfidæ corda*, where he is referring to his enemy. He rarely uses the singular, except to secure a short syllable before a vowel, as in P. I. iii. 32, *molle cor* (vowel). We give only one instance out of many to show the need of certainty on numerous points of elegiac usage. However, if Mr. Russell has not risen much above the level of existing manuals on Latin elegiac verse, we ought not to complain, but rather to congratulate him on making some appreciable advance.

An Introduction to Latin Prose, by G. W. Mitchell (Toronto, the Macmillan Company; London, Macmillan), is a useful little book, well graduated and arranged.

Chaucer's Canterbury Tales: The Nun's Priest's Tale. Edited by Alfred W. Pollard. (Macmillan.)—In his otherwise extremely able Introduction to this excellent edition of the tale of Chauntecleer and Pertelote, Mr. Pollard, we think, strives unnecessarily to refute what he conceives to be the views of Tyrwhitt and Ten Brink as to its borrowed origin. So far as we remember, neither of those scholars has asserted or implied that Chaucer was in this case "writing with books in front of him" seeing that the former only says that the Tale is "clearly borrowed from a collection of *Æsopian* and other fables by Marie, a French poetess," while the latter considers it evidently in connexion with the 'Roman de Renart'—statements not incompatible respectively with the contention here put forward, that the poet was drawing from memory. In any case the germ of the tale may be said to have been borrowed without belittling Chaucer's

memory. Mr. Pollard bases his text on the Ellesmere MS. with certain alterations, and his notes are adequate and useful where points of language or allusions might puzzle the unlearned; but he is too apt to discourse concerning matters which should be evident to any reader of intelligence, as in the note on "and hertes suffisaunce" (l. 4029), which begins, "It is wonderful how these words light up their context." Dr. J. F. Payne contributes a brief appendix on the subject of Dame Pertelote's comments on the dream of her spouse, dealing with the "Four Humours" and their remedies; while a second appendix gives the sources of the dream stories that occur in the Tale. There are also some brief examples of Chaucer's grammar, and a full Glossary.

The Groundwork of English History. By M. E. Carter. (Clive.)—Candidates at the London University Matriculation Examination are required to show in their English paper a knowledge of "the salient facts of English history." The compiler of the volume before us has exercised much judgment in her selection of what she deems to be the salient facts; but as to whether the London examiners would be satisfied with the somewhat meagre history here recorded we have grave doubts.

English Composition and Essay Writing, by W. S. Thomson, has reached a seventh edition (Simpkin & Marshall), which is enlarged and revised. Mr. Thomson gives specimen essays, and deals with errors in style, construction, and language. The wealth of examples from well-known modern writers affords much interesting matter. We should say that the book was excellent for examination purposes, but we cannot regard it as a guide to the best English. When Mr. Thomson remarks that the word "*folk-lore* is now fairly re-established," he seems to regard it as an old word, whereas it was the excellent invention of Thoms, the first editor of *Notes and Queries*. As an example of foreign words used "when native words may be found to express the same meaning," Mr. Thomson includes: "Her conduct was very *outré* (*sic*) and *bizarre* (gushing and vulgar)," and "You are almost as necessary to her as her *dachshunds* (badger-pups)." These definitions seem to us wildly wrong, while others are certainly deficient.

Prof. Earle W. Dow has prepared an *Atlas of European History* (Bell), which should be an excellent guide to the learner of history. The range of the book is wide, the thirty-two maps beginning with 'The Ancient Eastern Empires,' and ending with 'Contemporary Europe.'

In *The Elements of the Geometry of the Conic*, by G. H. Bryan and R. H. Pinkerton (Dent & Co.), the properties of the conic are treated as completely as is possible without the introduction of analytical geometry, and the authors have laid special stress on those parts of the subject that are requisite for success in higher mathematics and physics. A new feature in an elementary textbook is the chapter dealing "with certain curves occurring in applied mathematics," wherein the student will find presented with commendable simplicity the properties of the catenary, cycloid, cardioid, &c. Much instruction is condensed in small compass, while all the proofs are short and lucid.

OUR LIBRARY TABLE.

The Social Fetish. By Lady Grove. (Smith, Elder & Co.)—Vulgarity, it has been wisely and wittily said, is the behaviour of other people. This book is an indict-

ment of some of the defects of speech and faults of manner of the "other people." How seriously the author takes her own warnings, reproofs, and counsel, or how seriously her readers will take them, who can tell? To speak well, pronounce correctly, and behave pleasingly seems to some of us an inherited and unconscious instinct, the only true guides to its attainment being time and good associations. But there is a kind of person who, strives in all good faith and hope to follow the ways of the "best people," as Thackeray called them. If the imitators of ideals to which they were not born have innocently joyed in the possession, the beauty, or the utility of such objects as tea-cosies, napkin-rings, knife-rests, &c., they are now publicly convicted of sin. Such things are formally declared "beyond the pale." Cosy-corners are probably implicitly, though not actually, condemned. To the earnest student difficulties are presented. How, for instance, in common family life, can his own napkins be known to the aspirant after better things any more than the lover minus his cockle hat and shoon in the old song? And the detested knife-rest, must this support go too? It is a mainstay in many worthy German households, and for those who, in our own country, have to carve, not only their own fortunes, but also their own dinners. Such counsels of perfection are not for the first comer. Why dazzle, or sadden, the "other people" by revelations of the enormous differences in human destinies? Let these be taken for granted, nor too closely examined.

The most captious reader cannot, however, fail to agree with some of the judgments on pronunciation of words. To pronounce not perfectly, but fairly, is an ideal within the reach of most educated and observant men and women. The current pronunciation of many words is justly condemned. And others not mentioned, but heard in unexpected places—such as "year" for ear, "a tome" for at home, "reconise," and so forth—rise unbidden to one's mind. The author fears that certain commercial terms may be creeping into "the home"; but some of those cited are too much the exclusive property of the shop-walker to be dreaded. One might as well expect to be wounded in the house of a friend by the mention of an "occasional chair" or a "sample of merv" as "hose," "couches," or "mantles." They belong to the counter, and one hopes they will stay there. A great many other modern instances of faulty expressions and faulty manners are given. The example on p. 32 relating to a common grammatical mistake is not a case in point.

The book contains many well-known stories. One at least is rendered unfamiliar by the telling. But that is often so; the best-known stories have the most variations on the main theme. One prefers the original context and telling. Though on general grounds the use of social utterances may be questioned, spoken discussion is not always unpleasant. It often enough raises an amusing and interesting point, and the conversation can be directed into another channel should it grow tedious or annoying. In black and white it has a too authoritative and portentous air. "Glissez, mortels; n'appuyez pas," may be quoted as germane to the subject, though the present volume has not been much influenced by it.

MR. OWEN WISTER'S *The Seven Ages of Washington* (Macmillan) forms a pretty volume, possessing obvious merits, but open to criticism if considered, to use the author's words, as "a full-length portrait of Washing-

ton, with enough of his times to see him clearly against." The short list of "authorities" modestly described in the Preface as "noted in a table at the end," but there erroneously magnified into 'Bibliography,' shows a narrow field of reading. Yet this is no sufficient explanation of shortcoming, for "his own writings are the material." A better "portrait" could have been drawn by the use only of the letters. Sir George Trevelyan's third volume (noticed in *The Athenæum* of November 2nd last) contains, indeed, as it were by chance, a perfect account of the character and military life of Washington. The Briton is less fair to the British than is our American author. He is, however, more just towards the French. Mr. Wister gives all his energy to the demolition of Jefferson, and puts Lafayette in the background, while he omits Guizot from the 'Bibliography.' Washington was at one time ridiculed by a section of the American people as "the idol." Lafayette, to whom the same term was applied in France in the same fashion, has—unlike Washington—not regained his universally accepted fame of the days of the Valley Forge; but no admirer of Washington should be chary of praise of the hero's adopted "son." Washington was right to be neutral between France and Britain in 1793, and to prepare to command the army of the United States against France four years later; but the France of Lafayette saved the spirit of Washington in his dark hour.

Studies in Primitive Greek Religion, by Rafael Karsten, is issued by J. Simelii Arvingars boktryckeriaktiebolag, Helsingfors. The writer of this pamphlet—for it is hardly more—is a Finnish scholar already known to the world as the author of an academical dissertation entitled 'The Origin of Worship.' In his former work (which was something of a fragment) two ideas were given special prominence: firstly, that the religious sense is awakened by the mysterious or supernatural; secondly, that primitive religion is inspired by fear rather than by love. These same two notions provide the pegs on which the present study is hung. The standpoint of a purely individual psychology is nowhere transcended. There is no perception of the pre-eminent social character of all religion. Such points as are made hold good only as against the mythological school, which dead horse Dr. Karsten flogs almost with brutality, stigmatizing as "futile" the work of we know not how many distinguished Germans. For us, too, the apostles of the sun-myth are wrong; but we maintain that the study of myth must be subordinated to the study of ritual (as Robertson Smith pointed out long ago), not to the study of what some hypothetical savage-mind-in-the-abstract is likely to feel in the presence of a queer-shaped stock or stone. We do not deny that the sense of the mysterious and the element of dread are forces, though by no means the sole forces, at work in early religion; but they do not in themselves amount to religion, which consists in the social exploitation of sundry vague impulses that the process itself invests with the distinctively religious meaning and form. If, however, the exegetic value of the essay is not high, the collection of facts will be found useful, especially in their bearing on that fetishistic side of Greek religion which has been recently illustrated by Miss Jane Harrison, Dr. de Visser, and others. The book teems with misprints, but we must not be too hard on a Finnish writer publishing in English through a Finnish press.

Russian and Bulgarian Folk-lore Stories. Translated by W. W. Strickland. (G. Standring.)—We are afraid that Mr. Strickland's book of translations from Karel Erben is somewhat belated. He seems to forget the great strides which Slavonic folk-lore and folk-tales have made since the publication of Ralston's book. The best stories have been translated over and over again, and have appeared both in scientific and popular works. Collections have been issued with all the authority of Government publications, as in Bulgaria. The scanty details of Slavonic mythology have been carefully scrutinized. The plums of Erben's book were picked by the late Mr. Wratislaw, who published a pretty volume of the best tales. Mr. Strickland, unless we are greatly mistaken, does not mention Wratislaw's book, which appeared about twenty years ago. The tales are well translated in the present work, but we cannot always approve of the strong language used in the notes. Mr. Strickland seems to be running amok against institutions and individuals. The misprints are bad; e.g., "bohúmiles" for *bogomiles*, "Shember" (*bis*) for *Sembera*, and "Pater" for *Patera*, the scholar who detected the forgeries in the 'Mater Verborum' codex. Erben's book was good for its time, but perhaps the preface, with his views of the Slavonic languages and dialects—we must be careful how we use the latter word—is somewhat out of date. We have now Vondrák's theories on the subject in the Introduction to his 'Old Slavonic Grammar.'

How to Collect Postage Stamps. By Bertram T. K. Smith. (Bell & Sons.)—We suppose it is vain at this time of day to protest against the extravagances and absurdities involved in the mania for collecting. There is no doubt some interest to be obtained by the intelligent collection of stamps, and possibly they may prove of some use historically in other ages. But philatelists have long gone past moderation, and treat stamps as if they were of intrinsic value. The collection of things because they have different watermarks, or are in larger or smaller sets, or because their perforation consists of this number or that number of holes, proceeds, regardless of time and money. But if any one is anxious to learn the rules of an absurd game, this book by Mr. Bertram Smith is as good a handbook as we can conceive.

Hustled History, by the authors of 'Wisdom while You Wait' (Pitman), parodies some recent journalistic enterprise by a series of historical episodes in a modern setting. The hits seem to us for the most part both fair and witty, though they need an extensive knowledge of current journalism to be appreciated. The illustrations and comic advertisements are amusing, like the text. We do not always admire the taste of the authors, but to produce a hundred pages of "topical" jests is a feat in itself.

We have received the New Year issues of *Whitaker's Almanack* and *Whitaker's Peerage*, &c. (12, Warwick Lane), well-established annuals which need no commendation.

THE second volume of "The Humanist's Library," *Erasmus against War*, is a good specimen of the work of the Merrymount Press, Boston. The type is one of the best founts that we have seen, and the Introduction by Prof. Mackail is both attractive and informing, a graceful piece of prose, and a worthy compliment to the Tudor translator. Erasmus is, we fear, beyond most modern readers, but we hope this fragment of his thought may induce some classical scholars at least to turn to his excellent Latin.

ROBERT ATKINSON.

THE Fates are against Trinity College, Dublin. Her great men are being swept away, mostly before their time, and the *Epigoni* are of no like promise. Salmon, George FitzGerald, Charles Joly, are gone; Bury and Robert Ball have emigrated; and now Robert Atkinson has been taken from us, if not in his prime, at least at an age beyond which many have been able to add ten years to their life's record. He was a man such as Universities, and they only, can breed and foster—men whose chief glory is their vast and accurate knowledge and their sound and attractive teaching—men who often despise speaking to the public beyond their own classes and colleagues. As a linguist Atkinson had hardly any rival. He taught with equal success Sanskrit, Tamil, Telegu, most of the Romance languages, and was moreover an adept in Russian, Coptic, and mediæval Irish; while recently he had been devoting his leisure to Chinese. This catalogue sounds like romancing. It is nothing of the kind. All that he professed to teach, he taught with amazing accuracy and thoroughness. His pupils in Oriental languages, now among the highest officials in the India Civil Service, all remember with lifelong gratitude his incomparable gifts of imparting his knowledge and stimulating his pupils. They remained his attached friends for life. His pupils in French have a similar story to tell. Though he came from Yorkshire, he was one of those peculiar men whom Trinity College, Dublin, trains, or acquires—who are specialists in several subjects, and masters in them all. He published with elaborate glossaries more than one of the old Irish MSS. in the Royal Irish Academy, of which he became President—the most dignified post that a man of learning can hold in Ireland, for it has never yet been made a prize for politicians, and no illiterate man has ever yet been appointed to it. His Irish work of course called forth criticism. That field of learning seems to have the peculiar quality of the dragon's teeth in the Greek fable. But he never condescended to defend himself, knowing that in pioneer's work flaws are inevitable, and confident in the honesty and usefulness of his labour. Twice only in his life his chronic hatred of incompetence burst into open flame at seeing men edit books which they could not read in the MS. before them, and on both occasions his critique was never to be forgotten. The first case was that of an old French 'Vie de St. Aubain,' the second that of a Coptic homily produced from the French school at Cairo.

The withering censure of these articles contributed not a little to the revulsion of the feeling with which his College was regarded in England, passing, as it has done, from good-humoured contempt to respectful commendation. The *little men* at Oxford and Cambridge (and there are some) came to see that here lay a dangerous volcano, whose eruption might make havoc of their pretensions. But possibly he caused the College to be as much overrated now as it was underrated of old, for he was a unique specimen, and the knowledge he showed of old French and of Coptic was indeed a solitary light. On these two remarkable papers—one published in *Hermathena*, the other in the *Proceedings* of his Academy—his fame as a scholar stands secure.

Gifted with a most attractive personality, a noble head adorned by a golden silky beard, with a figure lithe and athletic, delicate hands and feet, and in fact

with every external stamp of refinement, he was by nature a proud and reserved man, not seeking general company, and even on the occasion of the Dublin Tercentenary of 1892 standing aloof, and taking no part (as he should have done) in the festivities, for he represented his University both at Leyden (1873) and Berlin (1903) on like occasions. But to the few friends he had chosen, no man ever showed more unflinching loyalty and more continual kindness. When he came into any sympathetic company, the torrent of his conversation astonished his hearers, and caused him to shine in the very way he often deprecated, for he did not like talkers, unless they had good or great things to say. Yet his own conversation, up to the day of his death, never sank below this high level. During his last week he was discussing Bousset's 'What is Religion?' with wonderful keenness and appreciation. All the political and social questions of the day caught his attention, though his body was wasting with a slow disease, the result of forty years' over-arduous work. Compelled last summer to resign his duties, and confined to his house and garden, he seemed still to have some time to love, and be loved by, those around him, when death came upon him suddenly, silently—the very *euthanasia* which he often hoped for as the happiest close for any well-spent life. Though he was not seventy, his work was done; his physical enjoyments were gone, but no weakness of body ever dimmed for one moment the brilliant "candle of the Lord" within him. *Heu quanto melius est tui meminisse, quam cum aliis versari.*

J. P. MAHAFFY.

NOTES FROM PARIS.

THE news of Madame Marcelle Tinayre's "decoration," making her a "chevalier de la Légion d'Honneur," has met with ironical commentary from our journalists and the rivals of the novelist. "Feminists" have used her first exclamation of surprise in order to try to make us believe that she has refused the decoration. They have misrepresented a mere "movement" of feminine modesty as a sign of refusal. If, in her witty letter to the editor of *Le Temps*, Madame Marcelle Tinayre has declared that she will not wear the ribbon, it is merely because she dislikes ostentation. She begs me even to tell you that, on the contrary, she feels highly honoured at receiving a favour which the French still hold in esteem, especially for women, as there are so few who possess this distinction. It seems sweet to her at thirty-five to have her literary career crowned with laurels in her own country. She passed through a painful early period, for hardly ten years ago she was obliged to accept a halfpenny a line for her stories in magazines. Naturally, whatever people may say, she feels a legitimate pride in receiving a coveted reward. She will not wear the badge, for reasons of discretion which many Parisians cannot understand, but which will be clear to your readers.

Two books by Madame Marcelle Tinayre will soon appear: 'L'Amour qui pleure' and 'L'Ombre de l'Amour.' The former contains four long stories—among them 'Robert Marie,' published in the *Revue de Paris*, and 'La Consolatrice,' published in *L'Illustration*. 'L'Ombre de l'Amour' will be finished at an early date, and will appear immediately in the *Revue de Paris*. I predict for it success, as it belongs to the same series as the 'Maison du Pêché.' It is a book of fine and tender psychology, the

philosophy of which is contained in a simple "case of conscience." Here the author presents the evolution of pity in woman—pity essentially Christian, born of martyrdom. By the morbid attraction of suffering, pity changes into love, thus confirming the English adage, "Pity is akin to love." This love makes a mother forget even her duty to herself and her children. Where pity ends, and love begins, is what Madame Marcelle Tinayre tries to show in her delightful pages, not the least charm of which will be the view of the peasant manners and customs of her beloved Corrèze.

C. G.

THE INCORPORATED ASSOCIATION OF HEAD MASTERS.

THE INCORPORATED ASSOCIATION OF HEAD MASTERS held its annual general meeting at the Guildhall on Thursday and Friday in last week. There was a good attendance of head masters from all parts of the country, the North of England being particularly well represented.

Mr. R. Cary Gilson (Birmingham) in his presidential address asked whether the public realized the extraordinary din in which schoolmasters were trying to work at the present time. It was exaggerated and competitive emphasis—the result of a multitude of counsellors all speaking at once—that did so much to darken counsel. All this noise reminded him of a story told of a temporary master at Rugby, as to whose *h's* the boys professed considerable doubt. This master once called upon a boy named Hall, and was surprised to find the whole form rising and construing vociferously. He was far from saying that the whole of this racket, the like of which had never been heard in England, was mere sound and fury, signifying nothing; but he protested against the amount of the noise, and the key in which much of it was pitched. On the whole, however, he was sanguine of the emergence of common sense. As to the problem of public control, if that should prove insoluble, it would indeed be time to despair of the republic, for it was on success in the solution of such difficulties that our national reputation as a self-governing people was built. With regard to curriculum, to "smiling, pass the question by" was the proper and only possible course to adopt with nine-tenths of the things they were asked to do or not to do; but the remaining one-tenth must be disentangled, put in shape, and tried, not in the debating society, but in the school. Was it possible to feel satisfied that, with all our machinery, expenditure, and hard work, we were producing the right results on the right boys? Suppose a shrewd Englishman of a past generation, with no special views on education, but with a keen interest in the welfare of his country, were to revisit us, he would see an alteration in the view taken by the majority of parents of the nature and extent of their obligations to the rising generation. It was not till the upper middle class was reached that there was to be seen any realization of the duty of parents to give their children a start in some definite profession or occupation. The tendency to put the whole responsibility for the children's future on the State was a deplorably bad and alarming sign of the times. Scholarships were too numerous. The true object was to apply intensive culture to the soil which would repay it. He was democratic enough to wish to see the right son of the collier or chimney-sweep sent to Eton and Oxford, and into Parliament at twenty-three; but he could not help recognizing that the

present system did very little in this direction, while it turned innumerable good artisans and domestic servants into very inferior and wretchedly paid clerks. That was the problem to which he would like to direct some of the discussion which was at present devoted to details of curriculum and fantastic proposals about hygiene.

A vote of thanks to Dr. Rendall (Charterhouse) for his services as President during 1907 having been passed, the revised Secondary School regulations of the Board of Education were considered. On the motion of Mr. Chambers (Lincoln), whose speech, however, dealt with the general question of modern tendencies in education, it was resolved

"That this Association welcomes the new regulations for Secondary Schools, so far as they remove restrictions and limitations which have been found detrimental to educational progress under the previous regulations."

The Rev. W. Madeley (Woodbridge) said that if it was desired by the Board of Education to revolutionize the whole character of Secondary education, their proposals should have been submitted to Parliament and have received legislative sanction. The differentiation of grants was a financial screw, and schools were faced with the alternatives of sacrificing their independence or involving themselves in hopeless financial difficulties. He therefore moved, and it was carried, that this Association "deprecates the employment of financial pressure as a substitute for legislation."

It was further resolved—

"(a) That care should be taken to prevent the use of these regulations as a means to transform the constitution and character of Secondary Schools already established under schemes.

"(b) That in schools established under schemes the composition and rights of Governing Bodies should be carefully safeguarded in respect of regulations issued from time to time by the Board of Education, and of action taken by Local Education Authorities.

"(c) That it is inexpedient to lay down a fixed general rule as to the proportion of free places that should be reserved for pupils from elementary schools, and that free places in public Secondary Schools hitherto reserved for pupils from public elementary schools should be open to all duly qualified candidates, irrespective of the place of their previous education.

"(d) That in estimating the percentage of free places, only the number of day-boys admitted should be taken into account, and that schools largely or wholly dependent upon boarders should not be placed on the same footing as schools of a more purely local character."

On the last section, which was moved by Dr. Rendall (Charterhouse), there was considerable discussion. Dr. Upcott (Christ's Hospital) objected to it on the ground that it appeared to him to make an invidious distinction between the presence of the elementary-school boy in a day-school and in a boarding-school. After a long experience he could say, "Do not be afraid of the public-elementary-school boy in your boarding-schools." Dr. McClure (Mill Hill), however, pointed out that the object of the motion had been misunderstood. It was intended to safeguard the finances of schools composed partly of day-boys and partly of boarders from a distance.

On the motion of Mr. Vaughan (Giggleswick) it was agreed

"That, having regard to the case of Wright v. Zetland, this Association approves of the action of the Council in the appointment of a Committee to consider with a similar Committee of the Incorporated Association of Assistant Masters the best means of giving to assistant masters a more secure tenure of office."

After the Board of Education had, on the motion of Canon Swallow (Chigwell),

been thanked for its readiness to deal with the question of the unification of statistics required from head masters by the Board of Education, and by Local Education Authorities, the reports of the various committees were received. The only one which provoked discussion was that of the Military Training Committee, the rejection of which was moved by Dr. Bevan Lean (Sidcot), on the ground that while military training might or might not have a place at a later age, the most suitable physical culture for young boys lay on other lines. The motion, however, was lost by a large majority.

The proceedings of the first day terminated with the re-election of Canon Swallow and Dr. McClure as Hon. Secretaries, and of Mr. W. G. Rushbrooke (St. Olave's) as Hon. Treasurer.

The second sitting opened with a lively debate on 'The Registration of Teachers,' which was somewhat remarkable for the unanimity with which Column B of the old Register was condemned. After Dr. McClure (Mill Hill) had explained the present position, the Rev. W. Madeley (Woodbridge) moved

"That in the opinion of this Association the possession of the degree of some recognized University, or in the case of women only its equivalent, or in the case of teachers of modern languages, music, and art, some similar diploma, should be made a condition of admission to the Register of Teachers."

The Register was, he urged, of the first importance in obtaining due recognition for the teaching profession. If no high qualification, however, were imposed, the mere fact that a man was a registered teacher would carry no weight.

Mr. Hinton (Hampstead) maintained that qualification of a degree was too rigid. It was possible that a highly qualified teacher might just have failed to get one. He moved, as an amendment, the substitution of "or other approved evidence of general efficiency" for "or in the case of women only its equivalent."

Dr. Gow (Westminster) moved to add to Mr. Madeley's resolution the following words:—

"Provided always that the Registration Council shall within twelve months after their first meeting have power at their discretion to add to the Register persons who are not qualified for registration under the conditions above named."

He referred especially to the number of elementary teachers who were, in respect of character and qualification, entitled to get on the Register, though they possessed no degrees.

Dr. McClure informed the Association that the National Union of Teachers were entirely in favour of a high qualification for admission to the Register.

An amendment was moved by Dr. Bevan Lean (Sidcot) that a University diploma in education should be regarded as an alternative to a degree as a condition of registration. This was, however, rejected, on the ground that the policy of the Association was to insist upon training in the theory and art of teaching in addition to, and not in substitution for, a degree.

Mr. Hinton's amendment also was rejected, and Mr. Madeley's resolution, with Dr. Gow's addition, was ultimately carried.

In the absence of Mr. J. L. Paton (Manchester), Dr. Lancelot (Liverpool) moved, and it was carried,

"That in the opinion of this Association it is time that a common understanding between the University of London and the Northern Universities and the University of Birmingham be arrived at as to mutual recognition of matriculation certificates on terms of equivalence."

An amendment substituting "the Univer-

sities of the United Kingdom" for the Universities named above was rejected as impracticable.

The discussion then turned on specialist masters. The Rev. C. J. Smith (Hammer-smith) complained that the Board of Education were showing a tendency to insist upon an undue proportion of specialist teachers. The great work of schools was the shaping of character, and the form master was much more valuable than the specialist master. Other speakers maintained that the employment of specialist teachers was not detrimental to the formation of character. Mr. R. W. Jones (Pengam) said the specialist could also be a form master, and it was in the combination of the two that the hope for the future lay. The following resolution was finally agreed to:—

"That in the opinion of this Association the recent tendency of the Board of Education to urge the employment of a greatly increased proportion of specialist teachers throughout the schools is not beneficial to the best interests of scholars in Secondary Schools."

On the motion of Mr. Kahn (Camden), Local Education Authorities were urged to adopt the bursary system in the training of elementary teachers, in preference to the pupil-teacher system; and, on the motion of Mr. Hitchcock (Southend), to insist on a year's work as student-teachers before entry into a training college.

A motion to the effect that the metric system should be definitely introduced into Secondary Schools was lost. The proceedings terminated with the adoption of resolutions with regard to medical inspection, the superannuation of teachers, and the formation of a benevolent fund.

ASSISTANT MASTERS IN SECONDARY SCHOOLS.

REPRESENTATIVES of all the leading schools in the country attended the annual meetings of the Incorporated Association of Assistant Masters, which, by the kindness of the Head Master and Governors of Merchant Taylors' School, were held on the 8th inst. and two following days at Charterhouse Square, under the presidency of Mr. R. F. Cholmeley (St. Paul's), Chairman of the Association for the current year.

The Annual Report of the Association proves how great has been the activity of the various committees during the past year, and records continued increase of membership. New branches have been formed, a Benevolent Fund scheme has been sanctioned by the Council; special advantages for life assurance have been secured for members; and educational inquiries and discussions have been conducted with success by several of the branches. Interest has been awakened by the result of the legal decisions concerning the Richmond School case, by fighting which the Association has roused the Board of Education to the conviction that some action is now imperative to secure assistant masters against the risk of summary dismissal without cause assigned.

Mr. A. A. Somerville (Eton), the retiring Chairman, in moving the adoption of the Report, congratulated the members on the increased interest taken in the work of the Association, as shown by the fact that their membership now exceeded 2,000, one-third of this number coming from Conference schools. He referred with satisfaction to the success that had attended the efforts of the Membership Sub-Committee among the Non-Conference schools. He appealed to all members to spare no effort

in strengthening the position of the Association and giving it a proper voice in educational matters.

On the question of tenure he said that the Court of Appeal had, by its decision in the case of *Wright v. Zetland*, made it evident that the position of an assistant master in a Secondary School was such as no efficient and self-respecting man could possibly accept. The Board of Education in its Report stated that it was carefully considering the matter, and the kindred associations of teachers were alive to the importance of a prompt and satisfactory settlement of the tenure question. The Association must not rest satisfied until assistant masters were recognized as servants of the school, and not merely the private domestics of an individual. On the subject of the Teachers' Register, the speaker referred to the efforts made by the Federal Council to secure adequate representation of assistant masters in the new Registration Council, and to the great importance of unity amongst all members of the teaching profession. In connexion with the new Army Scheme, he appealed to assistant masters to take up with enthusiasm the duties required of them in the training of their boys in the elements of military defence, and concluded by thanking the officers of the Association for their services during the year.

The Report having been adopted, Mr. T. E. Page (Charterhouse) moved:—

"That in view of the intolerable position created by the judgment in the *Richmond School* case, whereby Secondary teachers are liable to instant dismissal, without appeal and without redress, the Board of Education should be called upon to promote legislation for the purpose of securing to teachers (a) reasonable notice in case of dismissal, or salary in lieu of notice; (b) an appeal to some public authority before whom the dismissed teacher should have the right of urging his case, in person or by his representative."

Primary teachers were, he said, treated with much sympathy by all members of Parliament, owing to the influence of votes at elections; but small consideration had been given to teachers in Secondary Schools. The Association had acted wisely in fearlessly prosecuting the appeal in the *Richmond* case. He could only hope that the expressed sympathy of the Board of Education would be followed by vigorous action. They claimed that, in return for the public service they were rendering, they should not be liable to summary dismissal "at pleasure," except for just cause, and that they should have the right to state their case before a proper tribunal. The welfare of education—that is, of the nation—demanded that these rights should be at once granted to assistant masters, otherwise men of intellect and sound character would certainly avoid the profession. Mr. C. H. Greene (Berkhamsted), in seconding the motion, claimed that it was the duty of the Government to step in and rectify matters. After a short discussion the proposition was unanimously carried.

Mr. G. H. Heath (Aske's), the retiring Treasurer, produced the annual statement of accounts, which was satisfactory, the expenses of the recent legal action having been covered by guarantee funds.

Mr. W. A. Newsome (Stationers') spoke of the increasing and successful work of the Joint Agency, and urged members to advertise it among non-members.

The following resolutions, which had been passed by the Council on the previous day, were submitted and approved:—

"1. Sickness and Accident Insurance.—That the Essex and Suffolk Office be selected for an annual policy, and the Profits and Income Office

for a permanent policy non-cancellable till the age of 65; and that at least once in every year the attention of members of the Association be drawn through the medium of 'The A.M.A.' to the special advantages offered by those offices.

"2. Inspection and Examination of Schools.—(1) That in order to command the confidence of assistant masters, it is essential that the inspectors and examiners appointed should have had considerable and successful experience as school-masters.

"(2) That the inspections should be so arranged as to allow an opportunity for quiet personal conversation between the inspector and the assistant master—not in the presence of the class, but when criticism can be candid, confidential, and sympathetic.

"(3) That the suggestions of the inspector can be more freely offered and more freely considered if they are put forward in the first instance as recommendations only.

"(4) That, when possible, it would be convenient for the master to know at the beginning of the lesson whether the inspector wishes to be merely a spectator, or to intervene in the conduct of the lesson.

"(5) That the inspector's formal report on the work of the staff should be placed in the hands of each master."

The Rev. J. Ll. Dove (Durham) in an earnest speech moved

"That, the Territorial Army Bill having become law, it is the duty of every Secondary School to contribute to the supply of officers, and to this end assistant masters in such schools are called upon to work in every way possible."

Mr. Somerville seconded. After some discussion the motion was carried, with the rider,

"But this work should be considered as quite voluntary, and should not be imposed on assistant masters generally as one of the ordinary duties of the profession."

The afternoon meeting was open to all teachers, and a large assembly gathered to hear Prof. M. E. Sadler read a paper, the subject of which was 'Should Secondary Teachers be Civil Servants?' The advantages and disadvantages that would accrue to teachers were lucidly set before the meeting. Among the former would be increased and reasonably progressive salaries with pensions, and consequently an increased supply of competent men teachers. This would bring enforced professional training, and would involve changes in the present tenure of assistant teachers. The unfair disproportion between the salaries of head masters and assistants would be removed. On the other hand, there would be serious disadvantages. There would be increased Government control of the inner working of a Secondary School, interfering with the necessary freedom of experiment and development. Schools would lose their individuality of character, and teachers would have their freedom of utterance and organization curtailed. There was the danger lest, in the conditions imposed for training of teachers, the intellectual side might be highly developed, and the other essential qualifications of the office neglected. The teaching profession was a quasi-public and quasi-private service, and the subordination of the individual, salutary in public administration, would be injurious to the moral influence of the teacher. In England special difficulties would arise in dealing with Primary teachers, women teachers, private schools, and the great Public Schools. Then University teachers would also have to be included. An estimate of 6,000,000. per year was given as the sum required for Secondary teachers, but school fees would considerably reduce this amount. To sum up, he thought it would not be conducive to higher education

to make Secondary teachers Civil Servants, but advocated increased salaries for both men and women, with scales of increment and pensions. As a solution of the question of appeal, he suggested the formation of a small Committee of Appeal under the presidency of a trustworthy lawyer, and composed of four representatives of head masters, head mistresses, assistant masters, and assistant mistresses respectively. The very existence of such a committee would prevent cases of unjust dismissal. Although he could not foresee an early solution of all their problems, he encouraged the Association to go forward in its work.

A short discussion followed the reading of the paper, for which a hearty vote of thanks was passed to Prof. Sadler.

THE MODERN LANGUAGE ASSOCIATION.

At the meeting of the Modern Language Association held at Queen's College, London, last week the two most important topics discussed were the position of German in English schools and the right use of translation in teaching foreign languages. The tale told by Mr. E. L. Milner-Barry about German was a lamentable one. The general opinion is that the language as a school subject is losing ground. Certainly the number of boys and girls who study it is remarkably small. Statistics collected by the Association show that, in 119 Secondary Schools from which figures have been obtained, only 3,224 pupils are taught German, while 16,668 are taught French; and in 40 girls' schools only 765 girls are learning German, as against 5,291 learning French. The last Report of the Scotch Education Department states that the same thing is happening in Scotland, and adds: "Inquiry shows that in England the phenomenon is even more strikingly apparent." The recently published Report of the Board of Education declares that "German, in Wales as in England, is finding difficulty in maintaining its position, for it is taught in only 10 schools." Curiously enough, no authoritative information on the curricula of English schools is available; the 120 pages of the Report just referred to contains scarcely a single paragraph on the actual work being done inside Secondary Schools. But if the Board keeps the public in the dark about the work of the schools, it is candid enough about its own policy, which is to enforce the teaching of Latin in as many schools as possible. As it is generally allowed that in schools where the leaving age is sixteen or seventeen not more than two foreign languages can be profitably taught, this policy involves the exclusion of German from the great majority of such schools. Institutions of the type of the German *Oberrealschule*, in which two modern languages are taught, but no Latin, are made almost impossible in this country. Taking this view, the meeting passed with three dissentients the following resolution:

"That this meeting, considering it desirable that greater encouragement should be given to the study of German in schools, urges the Board of Education to reconsider its policy that where only two foreign languages are taught in a school, one must be Latin, unless good reason can be shown for its omission."

On the morning of the second day the meeting, with the new President, Lord Fitzmaurice, in the chair, discussed for two hours and a half the use and abuse of translation in modern language teaching.

a subject which had already been debated in print throughout the year in the columns of the Association's magazine. There is, indeed, scarcely any question of pedagogics which is at the present moment exciting more controversy than the extent to which it is necessary, or desirable, to make the learners of a language practise translation. The extreme reformers hold that the atmosphere of the foreign tongue should be maintained from first to last during the lesson, and no word of the mother tongue spoken. Such extremists are, however, rare—in this country, indeed, they perhaps scarcely exist: and Mr. F. B. Kirkman, who opened the discussion and who is a keen advocate of modern methods, disclaimed any such doctrinaire opinions. But he, and nearly all the speakers who followed him, held that translation should be avoided as far as possible, and used only when no other method of making clear the meaning of the foreign text was available. The feeling of the meeting, as far as could be judged, was with the speakers. Translation for the sake of translation, translation as an end in itself, found little favour; translation should be regarded, not as a pair of legs for ordinary locomotion, but rather as an alpenstock to help children up the difficult slopes. In the first stage of language teaching it is out of place altogether; in the intermediate stage it has only a restricted use; in the advanced stage alone it has intrinsic value as a literary exercise. Nor must it be supposed that this view of the right place of translation is in any way connected with utilitarian aims in the teaching of languages. Nothing was more noticeable through the whole course of the meeting than the applause with which every reference to literary culture as the worthiest object of linguistic study was received. If translation is being deposed from its proud position, it is not because the reformers think it unnecessary that boys and girls should read French and German classics, but because they believe that French and German classics are better understood by those who do not feel the necessity of rendering them into English in order to comprehend their thought. No doubt we must have more experience of reformed methods of teaching before the justness of this view can be considered fully established; here it can only be recorded, and commended to the thoughtful consideration of language-teachers.

This subject leads one naturally to say a word on Mr. Francis Storr's delightful presidential address, the subject of which was the translation of poetry. Mr. Storr opposed, with a wealth of illustration and argument, the dictum of George Henry Lewes that all translation of poetry was doomed to failure. As conspicuous instances of the contrary he cited Rossetti's rendering of Villon's *ballade*, with its refrain of "Where are the snows of yester-year?" William Johnson's translation of the famous epigram of Callimachus, Clough's version of one of the odes of Horace, and Du Bellay's 'Song of the Winnowers.' He held that verse must be rendered by verse, and dissented from Mr. Andrew Lang's view that a prose translation of the 'Odyssey' might convey the meaning of Homer more faithfully than a verse rendering. Incidentally, he compared the English of the Revised Version in several famous passages with that of the Authorized Version, much to the disadvantage of the latter, and expressed regret that no place had been found on the Revising Committee for some masters of English. This brief summary can do no justice to what was a charming literary *causerie* by one who has made a special study of his subject.

THE L.C.C. CONFERENCE OF TEACHERS.

THE annual conference for three days organized by Dr. Kimmins, Chief Inspector to the County Council, began on January 2nd. Mr. J. T. Taylor (Chairman of the Education Committee) being absent owing to illness, the chair was taken by Mr. Baxter Forman (Vice-Chairman of the Education Committee).

The opening session was devoted to 'Nature Study.' Dr. Percy Nunn read a paper on 'The Place of Nature Study in the School Curriculum.' He regarded such study as a striking example of the organic connexion which should mark the parts of the curriculum as a whole. Topics admirably chosen received adequate treatment, but were then allowed to drop. Thus the simple study of rainfall should lead on to the dew-point in hygrometry, the measurement of vapour pressure, solids, and gases. Mr. H. E. Turner followed with a paper on 'School Excursions,' and spoke of his own experience. Mr. J. T. Winkworth contributed a paper on 'The Use of the School Museum in Nature Study,' advocating the absence of labels for objects, in order that children might find out names for themselves, and consider their significance. A discussion followed.

The second session was devoted to the teaching of botany. Dr. Forman, who presided as before, pointed out that botany was not specifically mentioned in the Government Code as a subject which should be included in the curriculum of elementary schools. It was, however, included under the general heading of science and nature study. In the ordinary Council schools there were 16,841 pupils, and in the non-provided schools 2,332, who took botany. In view of the present crowding of subjects the course should be as simple as possible, and conversational rather than formal. Young students should not be frightened by the vastness of the subject. Eminent men of science, as a recent controversy in *The Times* showed, took too much for granted in their lectures. Simplicity and clearness were not easily attained. In the year which ended last March 7,500 boxes, containing over five and a half millions of botanical specimens, were sent out for the use of schools. Facilities were afforded for observation in the parks of London, but a real love of nature was best inculcated in the country itself, where flowers were not labelled and arranged in their natural orders.

Miss Lulham then read a paper on 'Nature Study as a Preparation for the Study of Botany,' and Miss L. B. Clarke another on 'Botanical Laboratories and School Gardens,' with limelight views. At the James Allen School for Girls, Dulwich, they had taught botany for years by means of observations and experiments made by the girls themselves, with the aid of a special laboratory and school gardens. The laboratory was the first of its kind, and at the present time more than 120 girls had gardens in which they carried out experiments concerning pollination, soil, &c. Miss von Wyss then read a paper of 'Suggestions for the Practical Teaching of Botany to Large Classes in Elementary Schools,' and a discussion followed, in which Miss Clarke's methods were recognized as the best, and the lack of time and want of sufficient subjects were mentioned as drawbacks.

The third session, on the Friday, was devoted to 'Commercial Education,' under the presidency of Sir Albert Spicer. In his opening address he summarized the

work of the London Chamber of Commerce, which was the first public body to organize a movement in favour of improved commercial education in schools. Now there were thirty-six Chamber of Commerce and thirty educational authorities working in co-operation with the London Chamber of Commerce. There were also no fewer than thirty-six evening continuation commercial schools, in addition to the various polytechnics under the L.C.C. giving special attention to commercial subjects. The importance of commercial education was emphasized, success being a rivalry of brains. The nation which gave the best training was the most likely to succeed. Since the Chamber of Commerce began its scheme of examinations, 18,358 candidates had secured certificates of proficiency, the work being carried out at the cost of 27,000*l.*, towards which the business men of London had contributed 14,500*l.*

Mr. A. Kahn then delivered an address on 'Commercial Education in Day Schools.' He pointed out that instruction in shorthand and bookkeeping—indispensable subjects—was not sufficient, and quoted a rather foolish paragraph from Ruskin. The claims of German, though Latin was awarded preferential treatment by the Board of Education, were to the future man of business irresistible. The history taught might well include the modern history of Europe and the study of economic developments. Arithmetic was often taught by sums opposed to commercial practice. The centre of interest in the course should be "descriptive economics," by which he meant something very different from the traditional treatment of political economy.

Mr. Sinclair read a paper on 'Commercial Education in Evening Schools,' which began in 1898. Commerce, on which we prided ourselves, had too long been the Cinderella of our educational system; but the evening continuation schools now taught a great many subjects with that end in view, including *précis*-writing, company law, and practical banking. In commerce a career was often indefinite, and this led to a want of definiteness in the teaching of commercial centres.

Mr. B. Dumville, Lecturer in Education, gave his experience of the higher commercial schools of French Switzerland. The two points worth special notice were that if the average marks of a student were low, he could get oral examination to increase them; and if the average marks for the term's work of a student were good, the student was excused examination. Thus those who were good all round got their holidays some days earlier than the others. Later, each student represented a business house, carrying out the actual routine. There were also "improvisations" in which the students were required to speak continuously in some modern language for five or ten minutes. Mr. T. C. Jackson opened the discussion which followed.

For the fourth session the chair was taken by Sir A. K. Rollit, who said that teaching tended to become too theoretical. More co-ordination in commercial education was needed, but he did not believe in early specializing. He went on to show how and why in the past English clerks had been ousted by foreigners. Mr. Douglas Owen dealt with the right training for business men. Among other points he attached great importance to English, and the boy who could write rapidly good terse English, well expressed and well spelt, would start with one first-rate commercial qualification. The education for clerks should not be confused with that desirable for leading men in a business.

Prof. L. W. Lyde gave an address on 'Geography in Commercial Instruction.' Such teaching had as its object the training of imagination in the sphere of space. Material should be presented in a definitely uniform order. Mr. Kahn spoke on the teaching of modern languages for commercial purposes. Such instruction was best founded on a literary and commercial basis. A discussion followed, which elicited the fact that about 70 per cent. of bankrupts kept no books, while the remaining 30 per cent. kept them badly.

The fifth session was devoted to 'Hand and Eye Training.' Sir John Cockburn occupied the chair. Dr. Slaughter delivered an address on handicraft in the lower standards. From scientific investigations two facts had emerged: the human body was not separated from the human mind, and in practice there were two stages of development. Up to the age of six the child was supposed to be making a series of contacts with his environment. At six he was regarded as ready to enter on the intellectual and spiritual heritage of his race. Manual training ought to cover a broad range of activities, especially as we were increasingly sedentary as a race. Mr. J. C. Hudson followed with an address on hand-training in American schools; and Mr. P. B. Ballard delivered another on the manual occupations of the first four standards of the senior department of the London elementary schools.

The final session was devoted to the experiments of teachers in dealing with the ordinary subjects of the curriculum. The chair was taken by Dr. Kimmins, who looked forward to the time when there would be special experimental schools in London. Mr. W. Green read a paper on 'The School Library.' To interest the children in the books, he read extracts from good authors on the anniversaries of events to which they referred. Mr. J. A. White then gave an address on a four years' course in the teaching of English literature. In the fourth year a special period, centring in Dr. Johnson and ending with the 'Lyrical Ballads,' was taken. Mr. W. J. Hazlitt read a paper on 'Open-Air Geography,' and a discussion followed, which included the suggestions that the school and public library should work more closely together, and that books were now so cheap that children should be encouraged to buy them for themselves. Dr. Kimmins, the founder and present organizer of the Conference, was thanked for his services, and announced that 1,200 persons had attended the various sessions.

'SHAKESPEARE'S WARWICKSHIRE CONTEMPORARIES.'

I HAVE no wish to contest any of the dicta of your friendly reviewer, but I would like to say a word or two concerning his desiderata. I made no allusion whatever to the marriage licence of Anne Hathaway, or I would certainly have mentioned a suggestion which does seem to bring "us nearer the solution of the mystery of Anne Whateley," which suggestion I would have borrowed from 'Shakespeare's Marriage,' by Mr. J. W. Gray, the only reliable authority on the subject.

The reviewer has let me off more gently than I feared, for he begins, "It is not to be expected that such a book should be without errors," and only notes one self-evident oversight in proof-correction, an alternative spelling of the name "Somerville"; and expresses doubt as to the validity of some of my inferences. I

was not aware of any 'Life' of Sir Thomas Lucy, certainly of none on the lines I have worked out, as I do not believe him to be the original of Justice Shallow. I certainly mentioned the valuable book 'Shakespeareana Genealogica,' by Mr. French, wherever I referred to it or borrowed from it; but all my Arden work is from original sources.

The reviewer further suggests expansion of several chapters. I can assure him I have very much material crowded out by the exigencies of space and the need of contraction.

I also have always encouraged workers to hope to find important points, even at this late date; but I hardly think we shall be able to associate the poet with the University of Oxford on the lines now laid down. C. C. STOPES.

THE AIM IN CLASSICAL TEACHING.

I.

A GREAT deal that was written during 1907 on the subject of classical teaching shows anything but a clear and definite conception of what should be the aim of a complete school course in the Greek and Latin classics; and if this is the case with the better men who find their way into the columns of important journals, and leave their influence on the reports of learned committees, we may fairly assume that the practice of classical teaching in our great schools is in a haphazard condition. It would be an interesting experiment suddenly to put to each member of the classical staff of a great school the single question, "What is the aim of the classical teaching of this school?" and allow five minutes for the answer. We venture to think that comparatively few would be able to give a reasonable explanation of their classroom methods, and the differences between the different teachers would be most amusing, if they did not painfully suggest the want of co-ordination (to say nothing of preparatory schools and Universities) in a Public School. We do not mean to suggest that any one aim is the right one, for there are two or three competing systems of classical education which are nearly equal in point of merit, and possibly a compromise between them might result in an improvement upon any one. How imperative is the necessity of clarifying our views on this subject was made plain by a recent discussion between Mr. Lyttelton and Dr. Rouse in the pages of *The Classical Review*. Do we teach boys Latin in order that they may learn the language, or that they may read and appreciate Latin authors, or that their minds may be trained to think? These were some of the current views discussed with reference to the so-called oral method, which after all is not a fundamental matter. Happily Mr. J. L. Paton and Mr. Frank Fletcher have come to the rescue of befogged schoolmasters with their admirable Board of Education reports on classical teaching in Prussian schools. These two writers show a remarkable agreement as to the aims of the English system on the one hand, and the German on the other. It is well to consider the points made by them in favour of or against either ideal, and see in what respects the aim of English Secondary Schools might be improved. A reasonable aim once established, it would be a comparatively easy matter to determine several questions of method which are often prematurely and illogically discussed.

In order the more easily to get to the kernel of the matter, we propose to limit

the discussion to the study of Latin in a complete Public School course, and to assume that we have sifted out the right boys to profit by a classical course, and that the course is framed to benefit 90 per cent. rather than the 10 per cent. of exceptionally brilliant pupils. If we can determine what is good in these circumstances, it might be possible to tell within a little what modifications should be made in other cases. To this end, we shall consider first the German aim with its pros and cons, then the English aim, and finally what improvement might be made in the English system.

The aim of the German Reform Gymnasium is at any rate precise:—

"On the sure basis of grammatical discipline to secure that a pupil understands the more important classical authors, and is thereby introduced to the intellectual life and civilization of antiquity."

A mental atmosphere is the aim; literature is subsidiary to that; and, in its turn, grammar is subordinate to the reading of authors. This is something broader, and, to our mind, more inspiring than what we in England mean by "scholarship": it spells the possibility of culture, gained by means of a wide range of information acting on the imagination, for the many, rather than a "delicate sense of refinement in the use and appreciation of language" for a few. But at the same time the course allows opportunities for the development of æsthetic and linguistic powers to those who have them. In trying to give a short formula for the German aim, "their aim is information," we think both Mr. Paton and Mr. Fletcher go wide of the mark: the end is rather a plastic and ready attitude of mind to the broad problems of humanity and history, and the German teacher knows that it matters little, a few years after the leaving examination, whether a pupil can remember the facts of Livy, if he has become imbued with the spirit of his history. In balancing the product of the English and German systems it is important to remember this point. To this end a study of the content of the authors read contributes, while correctness and logical acumen are secured by the instruments, grammar, composition (subsidiary to translation), and translation into the mother-tongue. The subjects in order of importance, then, are grammar, translation, content, as instruments; culture, as the end. Here, again, the relative importance of departments cannot be too strongly insisted upon. The educative value of each of the three instruments is as follows. Latin grammar and translation give the best possible insight into the essential nature and laws of language, which is "the most wonderful creation of human genius"; translation from Latin into English compels minute comparison of the two languages, and so affords the best possible means for appreciating the structure of the mother tongue and using it with accuracy and facility. As to content, its two main divisions are, for the purposes of German education, history and literature. The factors of Roman history are comparatively simple, and cause and effect are calculable; we are so far detached from its problems that we can study them without bias; the influence of Rome is deeply felt all over modern Europe. For these reasons Roman history (studied in the originals) is the best primer imaginable of the social and political questions of our own times. The Roman literature read is instinct with broad humanity; has in its record of brave deeds and patriotism a moral quality which is peculiarly adapted to the needs of growing lads; and in expression is simple, direct, and weighty beyond anything written in any modern language.

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In carrying out their scheme of study the Germans entirely neglect verse composition, and lay stress on good translation rather than on good prose composition. A consideration of the German aim and the methods working up to it compels us to assent to Mr. Paton's conclusion:—

"It is impossible to deny that the German ideal is considerably broader in its human aspect and less academic than the English, and, because it has these larger relations to modern life, is more likely to impress and fertilize the mind of the average boy." (The italics are ours.)

If the German system succeeds in awakening a broad, imaginative interest in life, it does indeed achieve a desirable end.

LIST OF NEW BOOKS. ENGLISH.

Theology.

- Abbott (E. A.), *Indices to Diatessaron*, 2/6 net. With a specimen of research relating to Josephus's version of the sweetening of the waters of Marah.
Baptist Handbook, 1908, 2/6 net.
Campbell (Rev. R. J.), *Christianity and the Social Order*, 6/ net.
MacLaren (A.), *The Books of Esther, Job, Proverbs, and Ecclesiastes*, 7/6. In Expositions of Holy Scripture.
Maintaining the Unity, 3/6 net. Proceedings of the 11th International Conference and Diamond Jubilee Celebration of the Evangelical Alliance held in London, July, 1907, with portraits.
Mission Preaching for a Year, Part II., 2/6 net. Edited by the Rev. W. H. Hunt.
Peabody (F. G.), *Jesus Christ and the Social Question*, 6d. New Edition. For former notice see *Athen.*, April 6, 1904, p. 431.
Sealey (Sir J. R.), *Eccle Homo*, 1/ net. New Edition.
Slattery (C. L.), *Life Beyond Life: a Study of Immortality*, 3/6 net.
Watson (F.), *The Christian Life Here and Hereafter*, 5/ net. A selection from sermons, edited by C. B. Drake.
Whittingham (W.), *A Brief Discourse of the Troubles at Frankfurt, 1554-5*, 5/ net. The first issue of a Christian Library, a popular series of religious literature, edited by Prof. E. Arber.

Fine Art and Archaeology.

- Amorial China: a Catalogue of Chinese Porcelain with Coats of Arms in the Possession of F. A. Crisp, 42/ net.
Calvert (A. F.) and Hartley (C. Gasquoigne), *The Velazquez, an Account of his Life and Works*, 3/6 net. With 136 reproductions from his pictures.
Catalogue of Lowestoft China in the Possession of F. A. Crisp, 21/ net.
Ely (T.), *Roman Hayling*, 3/ net. A contribution to the history of Roman Britain, with 2 plans and illustrations.
Robinson (Rev. Stanford F. H.), *Celtic Illuminative Art in the Gospel Books of Durrow, Lindisfarne, and Kells*, 42/ net.
Rotherby (G. Cadogan), *Decorators' Symbols, Emblems, and Devices*, 3/6 net.

Engravings.

- Royal Windsor, 21/ on India paper. Etched by C. O. Murray after the painting by Niels M. Lund.

Poetry and Drama.

- Allen (P.), *Songs of Old France*, 6/ net.
Bell (M.), *Weeds and Wild Flowers*, 1 dol. 25.
Bonacina (C. M. R.), *Preludes and Harmonies*, 2/6 net.
Dillon (A.), *The Heric's Con*, 3/6 net.
Fargher, George, 3/6. In the Mermaid Series, edited, with an Introduction and notes, by William Archer.
Field (Michael), *Wild Honey from Various Thyme*, 5/ net. A collection of short poems.
Ford (W. J.), *Leela and Bertrand*, 1/ net.
Fotheringham (D. R.), *War Songs of the Greeks and other Poems*, 3/6 net.
Hawkesley (M.), *Poems and Verses*, 1/ net.
Jones (H. A.), *The Middleman*, 2/6 net. A play in four acts.
Osmaston (F. P. B.), *Poems and Lyrics*, 5/ net.
Robbins (H.), *Verse Fancies and Facts*, 2/6 net.
Travers (R.), *The Two Arcadians*, 2/6 net. Plays and poems, with Introduction by Richard Garnett.—Thyriss and Fausta, a pastoral, with other Plays and Poems, 3/6 net.
Weilmore (M. T.), *Pilgrim Songs*, 2/ net.

Music.

- Memories and Music, 3/6 net. Consists of letters to a fair unknown.

Bibliography.

- Reader's Index, January and February. The bi-monthly magazine of the Croydon Public Libraries.

Philosophy.

- Wood (M. H.), *Plato's Psychology in its Bearing on the Development of Will*, 2/6 net. A thesis approved, in its original form, for the degree of Master of Arts in the University of London.

Political Economy.

- Fisk (G. M.), *International Commercial Policies*, 5/ net.
Porritt (E.), *Sixty Years of Protection in Canada, 1840-1907*, 5/ net. Written from the point of view of a student of political science and industrial and economic development.

History and Biography.

- Abbott (K. M.), *Old Paths and Legends of the New England Border*, 15/ net. Illustrated.
Coleridge (S. T.), *Biographia Literaria*, 2 vols., 8/ net. Edited, with his *Esthetical Essays*, by J. Shawcross.
Eaton (J.), *Grant, Lincoln, and the Freedmen*, 9/ net. Reminiscences of the Civil War, with a History of the

work for the Contrabands and Freedmen of the Mississippi Valley, 1862-5.
Macaulay (G. C.), *James Thomson*, 2/ net. In English Men of Letters.

Miller (Hugh), *Selections from his Writings*, 3/6. Chosen and arranged, with Introductions and explanatory notes, by W. M. Mackenzie. Illustrated.
Nolch (P. de), *Petrarch and the Ancient World*. No. III. in the Humanists' Library.

Robinson (J. H.) and Beard (C. A.), *The Development of Modern Europe: Vol. I. The Eighteenth Century, the French Revolution and the Napoleonic Period*, 6/6. An introduction to the study of current history.
Tschudi (Clara), *Ludwig, the Second, King of Bavaria*. Translated by Ethel Harriet Hearn, with coloured portrait.

Whitaker (R. Sanderson), *Whitaker of Hesley Hall, Grayshott Hall, Pylewell Park, and Palermo*, 31/8 net. Contains family records collected and arranged.

Willecock (J.), *A Scots Earl in Covenanting Times*, 10/ net. The life and times of Archibald, 9th Earl of Argyll (1620-85).

Geography and Travel.

- Davis (R. Harding), *The Congo and Coasts of Africa*, 6/ net.
Walpole (G. H. S.) and Barton (C. E.), *Handy Atlas of Church and Empire*, 1/6 net. Contains 119 coloured maps, descriptive list of provinces and dioceses, &c. and six coloured diagrams.
Watney (C.), *Motor Tours Abroad in Winter and Spring*, 2/6 net.

Education.

- Remington (J. Stewart), *The Education of To-morrow*, 2/ net. See p. 70.

Philology.

- Deinhardt (K.) and Schломann (A.), *Technical Dictionary in Six Languages*. Vol. II. Electrical Engineering, including Telegraphy and Telephony. 25/ net. Edited by C. Kinzbrunner, with about 4,000 illustrations.

School-Books.

- Coleman (W. M.), *Lessons in Hygienic Physiology*, 3/ net. New Edition.
Coquelin (J.), *First Italian Course*, 2/6 net. In the Rational Study of Modern Languages.
Thomson (W. S.), *English Composition and Essay Writing*. Seventh Edition. See p. 72.
Weaver (F. J.), *English History illustrated from Original Sources, 1603-60*, 2/6. With illustrations.

Science.

- Brown (S.), *Alpine Flora of the Canadian Rocky Mountains*, 12/6 net. Illustrated.
Bruce (E. M.), *Detection of the Common Food Adulterations*, 5/ net.
Dall (W. H.) and Bartsch (P.), *The Pyramidellid Mollusks of the Oregonian Faunal Area*. Reprinted from the *Proceedings of the U.S. National Museum*.
Dowd (J.), *The Negro Races*, Vol. I., 10/6 net.
Gunther (C. A.), *Integration by Trigonometric and Imaginary Substitution*, 5/ net.
Jordan (D. S.) and Richardson (R. E.), *Description of a New Species of Killifish, *Lucania browni*, from a Hot Spring in Lower California: List of Fishes collected in the River at Buysenzorg, Java, by Dr. D. Houghton Campbell*. Reprinted from the *Proceedings of the U.S. National Museum*.
Lea (F. C.), *Hydraulics*, 18/ net.
Lockwood's Builder's, Architect's, Contractor's and Engineer's Price-Book, 1908, 4/ net.
Lyon (M. W.), *Mammals collected in Western Borneo by Dr. W. L. Abbott*. Reprinted from the *Proceedings of the U.S. National Museum*.
Mackenzie (N. F.), *Methods of Surveying used in the Compilation of Large-Scale Plans of Small Areas*, 5/ net. Illustrated.
Melick (C. W.), *Dairy Laboratory Guide*, 5/ net.
Neil (J. S.), *British Minerals and Where to Find Them*, 2/ net. In Murby's Science Series. Preface by J. Allen Howe.
Nutting (M. A.) and Dock (L. L.), *A History of Nursing*, 2 vols., 21/ net. Treats of the evolution of nursing systems from the earliest times to the foundation of the first English and American training schools for nurses.
Ridgeway (W.), *Who were the Romans?* 2/6 net. Reprinted from the *Proceedings of the British Academy*, Vol. III. Science Progress in the Twentieth Century, January, 5/ net. A quarterly journal of scientific work and thought.
Stejneger (L.), *A New Geckoid Lizard from the Philippine Islands*. Another reprint from the *Proceedings of the U.S. National Museum*.
Stuart (H.), *The Doctor in the Schools*, 1/ net. Notes on the medical inspection of public elementary school children under the Education (Administrative Provisions) Act, 1907.
Taylor (D. W.), *Resistance of Ships and Screw Propulsion*, 10/ net.
Wardell (J. A. L.), *Specifications and Contracts*, 4/ net.
Walker (Sydney F.), *Electric Wiring and Fitting for Plumbers and Gas-fitters*, 5/ net.
Wilson (C. B.), *North American Parasitic Copopods belonging to the Family Caligida*. Also reprinted from the *Proceedings of the U.S. National Museum*.

Fiction.

- Brown (Helen Dawes), *Mr. Tucker's Nieces*, 6/ net.
Character Portraits from Dickens, 3/6 net. Selected and arranged by Charles Welsh.
Chorley (H.), *Cleaves End*, 6/ net. A realistic story of Kentish life and morals.
Dudley (Rosetta), *The Emerald Cross*, 6/ net.
Durham (E. Burton), *Florence Island*, 6/ net. Tells how it was peopled, and converted from an uninhabited island into a sportsman's paradise.
Gunter (A. C.), *Dr. Burton's Success*, 6/ net. Illustrated.
MacNaughtan (S.), *A Lame Dog's Diary*, 7d. net. New Edition.
Mitford (C. Guise), *The Paxton Plot*, 6/ net.
Perfect (Rev. H. T.), *Lady Beaulieu at Home*, 6/ net. A romance of life, with illustrations.
Præd (Mrs. Campbell), *Stubble before the Wind*, 6/ net. Fourteen short stories.
Rosenkrantz (Baron P.), *Magistrate's Own Case*, 6/ net. An interesting story of a trial for murder and circumstantial evidence.

Runciman (Sir W.), *Looking Seaward Again*, 3/6. Six short sketches.
St. Barbe (R.), *The Golden Fleece*.
Stacpoole (H. de Vere), *The Blue Lagoon*, 6/ net.
Wales (H.), *Cynthia in the Wilderness*, 6/ net. Second Edition. For former notice see *Athen.*, Nov. 30, 1907, p. 684.
Warden (Florence), *A Devil's Bargain*, 6/ net.
Wishaw (F.), *A New Cinderella*, 6/ net.
White (F. M.), *Craven Fortune*, 6/ net. Illustrated by Howard Somerville.

General Literature.

- Baden-Powell (Lieut.-General, R.S.S.), *Scouting for Boys*, 4d. net. An illustrated handbook for instruction in good citizenship.
Heart of the Rose, No. I. A small quarterly magazine of verse and prose, issued at Melbourne.
Hustled History, by the Authors of 'Wisdom while You Wait', 1/ net. See p. 73.
Investor's Blue-Book for 1908, 2/6 net.
Leith (W. Compton), *Apologia Diffidentis*, 7/6 net.
Marble (A. R.), *Heralds of American Literature*, 6/6 net.
Mathieson's Highest and Lowest Prices, 2/6 net.
New Medieval Library: Of the Tumbler of Our Lady, and other Miracles; The Chateleine of Vergi, New Edition, translated by Alice Kemp-Welch, leather, 5/ net each; pigskin, 7/6 net each.
Pitman's Secretary's Handbook, 5/ net. A practical guide to the work and duties, edited by Herbert E. Blain.
Peaga (Mrs. A.), *Dainty Dinner Tables, and how to Decorate Them*, 1/ net. With 4 illustrations.
Roes (E. Roberts), *High-Class and Economical Cookery Recipes*, as used in the Westbourne Grove Cookery School, 4/6 net.
Shaw (A.), *The Outlook for the Average Man*, 5/ net.
Sims (G. R.), *The Black Stain*, 1/ net. With 13 illustrations. Articles, re-published from *The Tribune*, concerning the neglect and ill-treatment of children in London and other great cities.
Wagner (E.), *Recipes for the Preserving of Fruit, Vegetables, and Meat*, 5/ net.
Willings's Press Guide, 1908, 1/ net.

Pamphlets.

- Brice (A. M.), *New Ways with Old Acres*, 1/ net. Advocates the application of co-operation in connexion with the Small Holdings Act.
German Peril, The: The Free Trade Delusion, by Akaroa.
Harris (S. Hutchinson), *The Will of the People and the Referendum*, 6d. Reprinted from *The Westminster Review*.
Winbolt (S. E.), *Sir Robert Clayton, Knt.* A sketch of one of the benefactors of Christ's Hospital.

FOREIGN.

Fine Art and Archaeology.

- Agresti (A.), *I Preraphaelisti: Contributo alla Storia dell'Arte*, 15 lire. Freely illustrated with reproductions of characteristic pictures.
Petersen (E.), *Die Burgtempel der Athenais*, 4m.

History and Biography.

- Déprez (E.), *Études de Diplomatique anglaise de l'Avènement d'Édouard I. à celui de Henri VII.: le Sceau privé, le Sceau secret, le Sceau, 5fr.*
Guardione (F.), *Il Dominio dei Borboni in Sicilia dal 1830 al 1861 in relazione alle vicende nazionali con Documenti inediti*, Vol. I., 8 lire. No. 129 in the Biblioteca storica.
Laborie (L. de), *Paris sous Napoléon: La Religion*, 5fr.
Quentin-Bauchart (P.), *Lamarine et la Politique étrangère de la Révolution de Février*, 5fr.
Revue historique, Janvier—Février, 6 fr.
Rousse (E.), *La Liberté religieuse en France, 1880-1904*, 6fr.

Geography and Travel.

- Atlas universel de Géographie: Carte 74, États-Unis d'Amérique, Feuille Nord-Est, 2fr.
Gli Inglesi nella Vita moderna: Osservati da un Italiano, 3l. 50.

Philology.

- Bulletin international de l'Académie des Sciences de Cracovie: Classe de Philologie, Classe d'Histoire et de Philosophie, Nos. 3-4, 5, and 6-7, 6fr. 90 each.

Science.

- Bulletin international de l'Académie des Sciences de Cracovie: Classe des Sciences mathématiques et naturelles, Nos. 4, 5, 6, 7, and 8, 6fr. 90.
Lindau (G.) et Sydow (P.), *Thesaurus Litteraturæ Mycologicæ*, Vol. I. Part I., 31m. 25.
Martel (E. A.), *L'Évolution souterraine*, 3fr. 50.
Panetti (M.), *Prove dei Metalli*, 5 lire. No. 11 in the Raccolta di Memorie e Rassegne tecniche.

General Literature.

- Chabrier (C.), *Gens de Bien*, 3fr. 50.
Fastrez (A.), *Ce que l'Armée peut être pour la Nation*. No. 12 of the Actualités sociales.
Gontier (F.), *Le Procès de M. Pipe*, 3fr. 50.

* * All Books received at the Office up to Wednesday Morning will be included in this List unless previously noted. Publishers are requested to state prices when sending Books.

Literary Gossip.

MESSRS. LONGMAN are publishing two volumes on 'English Local Government from the Revolution to the Municipal Corporations Act: the Manor and the Borough,' by Mr. Sidney Webb and his wife. This new instalment of their survey of English local government is complete

in itself, and gives for the first time an analytic and descriptive account of the administrations between 1689 and 1835 of the rural manors and municipal boroughs of England and Wales. New light is thrown upon the manor, its courts, its juries, and its relation to other authorities; in particular, upon the way in which the common-field agriculture of the village was—in some places even down to the nineteenth century—administered by the jury at the lord's court. To the Corporation of the City of London are devoted over a hundred pages.

MR. MURRAY announces some important books in biography and history. 'J. T. Delane, 1817-79,' by his nephew, Mr. A. I. Dasent, will include much correspondence of the famous *Times* editor with the leading men of his day. 'The Correspondence of George Canning and some Intimate Friends,' edited by Josceline Bagot, should also be unusually interesting, for there is still much unpublished of Canning's papers. Miss Lillias Campbell Davidson is writing the life of 'Catherine of Bragança,' which involves a good deal of the history of Charles II.; and Miss M. F. Howard is editing a 'Memoir of Lettice, Lady Falkland,' which was written by her chaplain, Dr. John Duncan, in 1647.

'MODERNISM: A RECORD AND REVIEW,' is the title of a book which Sir Isaac Pitman & Sons will publish immediately. The author is the Rev. A. L. Lilley, Vicar of St. Mary's, Paddington, whose house is a rendezvous for continental Modernists, and who has had special opportunities for getting into close touch with the movement. The book is dedicated by permission to Father Tyrrell, and consists chiefly of articles and reviews by the author which have appeared during the past seven or eight years, an Epistle Dedicatory, and a useful Bibliography.

MR. UNWIN will publish this spring 'The Statutes of Wales,' collected, arranged, and edited by Mr. Ivor Bowen, barrister-at-law of the South Wales Circuit. In this volume all the important Acts of Parliament relating exclusively or principally to Wales which have been passed since the time of Magna Charta by the British Legislature will be reprinted in full. Most of these statutes are to be found only in volumes not easily accessible, and Mr. Bowen's work will, for the first time, present these interesting constitutional documents in a convenient form. There will be a long introduction dealing with the history of the legislation affecting Wales and the Welsh Church.

THE BISHOP OF DURHAM, BISHOP WELLDON, PRINCIPAL FAIRBAIRN, and others contribute to the February number of *The Sunday at Home* in a symposium on 'How I became a Preacher.' Prof. R. E. Welsh writes on Holman Hunt's 'Shadow of Death.' Tomb-copying in Egypt is described by Jessie Mothersole. The Hon. M. Cordelia Leigh gives an account of 'The Schools' Mutual Aid Scheme,' a recent experiment in bringing town and county schools into contact.

MR. J. WALTER SMITH, who has been one of the editors of Messrs. Newnes since 1896, has been appointed chief editor of Messrs. Cassell & Co. Mr. Smith, who is now thirty-nine, was educated at Harvard University, and came to England as the special correspondent of *The Boston Transcript* and of *The Literary Era*, Philadelphia.

A NEW COUNTY is now included in Messrs. Phillimore's "Parish Register Series," as next week the first volume of Cambridgeshire will be issued to subscribers; it will contain the Marriage Registers of St. Edward's, Cambridge, 1558 to 1812, and two rural parishes, Fen Drayton and Knapwell. The second volume, now printing, will deal with St. Sepulchre's and others.

MESSRS. PUTNAM have in preparation a book entitled 'The Twentieth-Century American,' which is the work of an Englishman, Mr. H. Perry Robinson, who has been in the United States for twenty years, and travelled extensively in the country.

MESSRS. CONSTABLE & Co. are about to issue in one volume a popular edition of Mr. Charles Swynnerton's 'Indian Nights' Entertainment, and 'Romantic Tales from the Punjab.'

At the annual meeting of the Edinburgh Faculty of Advocates on Wednesday the Keeper of the Advocates' Library, Mr. W. K. Dickson, reported that the accessions to the library in 1907 numbered 45,785. The total in ten years had been 439,877. The alterations at present being carried out, and the new south wing in course of erection, will give more room for book storage and a new manuscript room.

MR. A. H. MILLAR has been appointed Librarian of Dundee Public Library in succession to the late Mr. John Mac- lauchan. Mr. Millar, who has been on the staff of *The Dundee Advertiser* for twenty-seven years, is author of several works, including 'The History of Rob Roy,' 'Castles and Mansions of Ayrshire,' 'Quaint Bits of Glasgow,' 'The Roll of Eminent Burgesses of Dundee,' and 'The Historical Castles and Mansions of Scotland.'

THE GLASGOW BALLAD CLUB is something of a unique institution, candidates for membership having to submit samples of their work and be voted upon thereafter by ballot. A third volume of the Club is about to be issued by Messrs. Blackwood, with a portrait of the founder, the late Mr. William Freeland, several of whose poems will be included. The previous publications of the Club are extremely scarce.

THE four thousandth volume of the Tauchnitz English Series, which is about to appear, will be a 'Manual of American Literature.' It has been written by Mr. Theodore Stanton, assisted by several professors of English in Cornell University.

MR. MURRAY is publishing for Mr. R. E. Prothero 'The Pleasant Land of France,' essays dealing with life in a provincial

town, and including discussions of French farming; folk-lore gathered in Touraine, Berri, Poitou, and Périgord; Rabelais; and the associations of Fontainebleau.

SIR JOHN GORST has written, and Sir Isaac Pitman & Sons will shortly publish, a book of Recollections, called 'New Zealand Revisited.' In 1906 Sir John was invited by the British Government to represent it at the opening of the International Exhibition at Christ Church, New Zealand. This was his second visit to the colony. The first was in the early sixties, the period immediately preceding the outbreak of the Maori War, when he first served in an official capacity as Commissioner of Waikato under Sir George Grey. Naturally, his recent visit suggested contrasts between old and new conditions.

THE arrangements of University College, London, include a course of public lectures by Mr. Fitzmaurice-Kelly on 'Spanish Literature,' which began on Thursday last with 'The Cid.' On the same day Prof. W. P. Ker continued his course on 'English Literature in the Fifteenth and Sixteenth Centuries.' The public Barlow Lectures on Dante's 'Paradiso' will be given by the Rev. E. Moore on Wednesday and Thursday afternoons, February 5th and 6th, 12th and 13th, 19th and 20th.

THE RIGHT HON. A. H. D. ACLAND has been elected President of the English Association for 1908. He was the chief guest at the annual dinner, where there was some admirable speaking. The Master of Trinity, the outgoing President, dwelt on the necessity of teachers being able to fire the imagination of their pupils concerning literary study. Among the other speakers were Mr. Acland, Prof. C. H. Firth, Prof. C. A. Bradley, Mr. P. A. Barnett, and Prof. Potter of Brown University, U.S.A.

At the sessions on Saturday, in addition to the papers arranged for, interesting speeches were made by Prof. Raleigh, who defined the introduction to literature in any full sense as an introduction to life itself; and by Prof. Mackail, who declared that to deal with literature in vital fashion the teacher must efface himself. Mr. Sidney Lee, in speaking on the teaching of Shakespeare, pointed out the great influence the study of the great dramatist should exert on the mind and heart of the pupil, and urged that all care should be taken to prevent Shakespeare becoming the "drill'd dull lesson." Prof. Boas, Mr. Valentine, and others took part in the discussion. A leaflet, 'A Shakespeare Reference Library for Teachers,' prepared by Mr. Lee, will be shortly issued by the Association.

A COMMISSION has been appointed to make an inventory of ancient and historical Scottish monuments and constructions illustrative of contemporary culture, civilization, and conditions of life of the people in Scotland from the earliest times to the year 1707, and to specify those which seem worthy of preservation. Sir Herbert Maxwell is Chairman, and other members of the Commission are Lord Guthrie, Prof.

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G. Baldwin Brown, Dr. Boyce, Mr. F. C. Buchanan, Mr. W. T. Oldrieve, and Mr. Thomas Ross, with Mr. A. G. Curle as Secretary.

THE inaugural meeting of the newly formed Association for the Promotion of Classical Learning in Ireland was held in the Lecture Theatre of the Royal Dublin Society on Tuesday last. Mr. Justice Madden took the chair, and Mr. S. H. Butcher, M.P., delivered a presidential address on the importance of classical studies.

THE official returns from the German universities show an increase of 1,335 students, as compared with the winter session of the preceding year. There were 46,471 matriculated students. There was an increase of nearly 1,000 in the students of philology and history, and a decrease of over 200 in the law students; while the number of those who study agriculture is steadily rising. Berlin heads the list with 8,220 students, Munich has 5,943, Leipzig 4,341, Bonn 3,209, Göttingen 1,857, Strassburg 1,709, Heidelberg 1,676, Marburg 1,670, Würzburg 1,382, Jena 1,375, Giessen 1,144, Königsberg 1,105, and Kiel 1,025.

WE note the publication of the following Parliamentary Paper: Special Reports on Educational Subjects, Vol. 21, dealing with School Excursions and Vacation Schools. This includes notes on two French experiments, on Vacation Schools in England, on country schools for backward children, on school journeys taken by Jena boys and by English schoolboys, a 'Note on Foreign Travel,' &c., (5*d*). We also name another paper under 'Science Gossip.'

SCIENCE

OUR LIBRARY TABLE.

Health in the School; or, Hygiene for Teachers. By J. S. C. Elkington. (Blackie & Son.)—Going to school is not a natural proceeding, but it is a necessary one. The physical restraints of the schoolroom, and the conditions under which lessons are carried on, are not in general conducive to health, but, unless the claims of hygiene are fairly and adequately considered, distinctly injurious. This becomes a serious matter, and one of national importance, when it is remembered that, during term time in a public elementary school, children are in their classes for at least five hours out of twenty-four on five consecutive days in each week: in boarding schools of all grades weekly school attendance is longer. It must moreover be remembered that the immature frames of boys and girls are far more susceptible to the influences of environment than are the full-grown bodies of adults; also that the stress of schoolwork falls most heavily on children's most delicate organs, their nervous centres and organs of sense. Dr. Elkington directs attention to the circumstances of school life, and shows how much teachers themselves may do, even in unsatisfactory premises and under unsympathetic or injudicious management, to maintain and improve the health, both in body and mind, of the scholars committed to their charge. He considers the hygiene of the body in his earlier chapters (and, in

our opinion, he has taken the subjects in the right order); and he emphasizes the value of the work done in the nursery or kindergarten, for "it is in the infant rooms that the material is most delicate and most plastic, and that it is above all at the age of habit-formation." Dr. Elkington's treatment of "Health in the School" deserves high commendation. He uses no unnecessary words, and has succeeded in compressing into fewer than 200 pages all that the ordinary schoolmaster and schoolmistress need know about the matter, shows them how to apply the knowledge, and impresses upon them the fact that it is their duty to apply it. He wastes no chapters in discussing investigations into psychology and physiology, but being himself an expert in these subjects, selects the undoubted results and recognized facts of these sciences, and applies them at once to the arrangement of premises, organization of studies, and amelioration of the conditions of school life. The foundation of school hygiene is, as the author frequently insists, "just plain common sense"; he assumes the same basis for his treatise, and has produced a handy little volume at once practical and suggestive.

The ventilation, lighting, warming, and furnishing of schools are fully treated; and teachers are clearly shown how much the efficient maintenance of these processes when the apparatus is of the best quality, and their amelioration when the apparatus is old-fashioned or defective, depend on them, *i.e.*, on their common sense and desire to make the best of things. They are also told how much the present and future welfare and intellectual and moral development of their pupils depend on the right use of premises as they exist—structural improvements, however needful, being beyond the teachers' control. A discussion of school ailments and the commoner accidents to scholars follows that of the buildings, and the advice given is clear and definite, teachers being told what to do at the time of emergency rather than what to think or study before or after it. A useful chapter is devoted to defects of special senses, tests of sight, hearing, &c.; and another to such interesting questions as the personal factor, fatigue, recreation, sleep, and the like.

The question of the "curriculum and its hygienic arrangement" is judiciously considered. Age being "perhaps the dominant factor of school life," the scope and methods of infants' schools are first reviewed; and then we learn that the "fatigue values of subjects," the arrangement of the timetable, the necessity of "intervals for physical occupation and recreation," the advisability and duration of homework, should be submitted to the judgment of the doctor as well as the schoolmaster. In fact, the collaboration of physiology with pedagogy is essential to the maintenance of the highest efficiency of a school. Not only, according to the author, should hygiene be considered in the drawing-up of a judiciously arranged timetable, but he also enforces the expediency and practicability of introducing the subject into the daily routine of class-work.

Lessons in Practical Hygiene. By Alice Ravenhill. With Preface by Prof. M. E. Sadler. (Leeds, Arnold & Son.)—Any one who worked through the exercises recommended and described in Miss Ravenhill's 'Lessons in Practical Hygiene' would gain a sound knowledge of life in all its phases of health as well as of those factors which lead to longevity. But it is unlikely that any individual or school class could find time for so extended a course of study

as is here prescribed, and the value of the book will consist, therefore, in the suggestions which it contains for the use of teachers. A judicious selection from its several parts will not only vary the monotony of class work, but will also enable the teacher to give correct answers to many awkward questions. The first part treats of biology and some of the simpler characteristics of air and water. The succeeding parts deal with anatomy, physiology, and dietetics, with some exercises on personal hygiene, first aid, and principles leading respectively to healthy and unhealthy dwellings. There is a bibliography for those who desire to advance their knowledge still further in any subject of which the book treats, a glossary for those who are unskilled in the classical languages, a good index, and two pages of introduction by Prof. M. E. Sadler, one of the most enlightened exponents of modern education. The book is throughout sufficiently illustrated.

Miss Ravenhill's method consists in describing an experiment to show some definite point, the details being sufficient to enable the whole to be accurately carried out by any moderately careful person. Cautions are added where necessary; and at the end of each experiment is a note explaining the principles involved and elucidated.

SOCIETIES.

ASTRONOMICAL.—Jan. 10.—Mr. H. F. Newall, President, in the chair. Sir Robert Ball read a paper on the single equation which comprises the theory of the fundamental instruments of the observatory. He showed that all the ordinary formulae used in connexion with the different instruments can be deduced as particular cases of the general equation.—Prof. Kapteyn gave an account of his investigation on the number of stars of determined magnitude and determined galactic latitude. Previous researches in this direction had been more or less vitiated by not being based on a trustworthy photometric scale, and by depending on stars of too small a range of magnitude. He presented a copy of his full investigation, just published by the Groningen Astronomical Laboratory.—The Astronomer Royal read a paper on observations of the ninth satellite of Saturn (Phœbe) from photographs taken at the Royal Observatory in 1907.—Mr. Stratton gave a short account of a paper on the proper motions of faint stars in the Pleiades, Prof. Turner also contributing a short note on the same subject.—Mr. Crommelin read a second paper, by Mr. Cowell and himself, on the perturbations of Halley's comet in the past, the present communication dealing with the apparition of 1222. They concluded that Hind's identification was incorrect, and had found a comet recorded in the annals of the Chinese, which was probably an appearance of the comet of Halley. They had not completed their calculations with regard to the comet of 1066, represented on the Bayeux tapestry, but believed it would prove to be also an appearance of Halley's comet.—The Astronomer Royal presented a paper, by himself and Mr. Harold Christie, on an improved illumination of the field in a transit instrument, and showed a number of data exhibiting the improved results of this illumination on the discordance in reversed positions of the instrument.

MATHEMATICAL.—Jan. 9.—Prof. W. Burnside, President, in the chair.—Mr. T. J. Garstang was elected a Member.—Prof. A. E. H. Love spoke on 'The Distinctive Character of Lord Kelvin's Mathematical Investigations,' and moved a resolution of condolence with Lady Kelvin. This was seconded by Sir W. D. Niven, and carried unanimously.—Communications were made as follows: 'On a Formula of Interpolation,' by Mr. C. S. Jackson, 'Hilbert's Invariant Integral in the Calculus of Variations,' by Mr. T. J. F. A. Bromwich, and 'An Operator related to q -Series,' by the Rev. F. H. Jackson.

MEETINGS NEXT WEEK.

- Mon.** London Institution, 8.—'Researches on Deep-Sea Diving,' Mr. L. E. Hill.
 — Society of Arts, 8.—'The Theory and Practice of Clockmaking,' Lecture I, Mr. H. Cunningsham. (Cantor Lecture.)
Tues. Royal Institution, 8.—'Infant Mortality,' Dr. R. Hutchison.
 — Royal Institution, 8.—'The Internal Ear of Different Animals,' Lecture II, Dr. A. A. Gray.
 — Statistical, 8.—'Some Unconsidered Factors affecting the Birthrate,' Mr. Reginald Duffield.
 — Institution of Civil Engineers, 8.—'Experimental Investigations of the Stresses in Masonry Dams subjected to Water Pressure,' Sir J. W. Otley and Dr. A. W. Brightmore; 'Stresses in Dams: an Experimental Investigation by means of India-rubber Models,' Messrs. J. E. Wilson and W. Gore; 'Stresses in Masonry Dams,' Mr. E. Prescott Hill.
 — Society of Arts, 8.—'The Art of Jewellery,' Mrs. Hadaway. (Applied Art Section.)
Wed. Royal Society of Literature, 8.—'Tolstol as Shakespearean Critic,' Prof. J. B. Mayor.
 — Geological, 8.—'The Origin of the Pillow-Lava near Port Isaac in Cornwall,' C. Reid and H. Dewey; 'On Sub-division of the Chalk of Trimmingham, Norfolk,' Mr. M. Brydone.
 — Society of Arts, 8.—'Siam and its People,' Mr. R. H. Hillman.
Thurs. Royal Institution, 8.—'Recent Light on Ancient Physiognomies,' Lecture II, Prof. W. W. Watts.
 — Royal Society, 4.30.
 — London Institution, 6.—'The Furniture of an English House a Century Ago,' Mr. C. J. Tabor.
Fri. Physical, 8.—'Relevance Curves,' Mr. W. Rosenbain; 'An Experimental Examination of Gibbs' Theory of Surface Concentration, and an Application to the Theory of Dyeing,' Mr. W. C. M. Lewis.
 — Institution of Civil Engineers, 8.—'A Cost Theory of Reinforced-Concrete Beams,' Mr. J. R. Wade; 'The Neutral Axis in Reinforced-Concrete Beams,' Mr. E. I. Spiers. (Students' Meeting.)
 — Royal Institution, 9.—'The Extinction of Malta Fever,' Col. D. Bruce.
Sat. Mathematical Association, 2.30.—Annual Meeting: President's Address: Papers: 'On the Teaching of Elementary Mechanics,' Mr. W. J. Dobbs; 'On the Teaching of the Elements of Analysis,' Mr. C. O. Tuckey; 'On the Geometrical Treatment of Series in Trigonometry,' Mr. F. J. W. Whipple; 'On a New Treatment of Similarity in Elementary Geometry,' Mr. W. E. Bryan.
 — Royal Institution, 8.—'The Electrification of Railways,' Lecture II, Prof. G. Kapp.

Science Gossip.

Mr. A. E. SHIPLEY is republishing with Mr. Murray, under the title of 'Pearls and Parasites,' a number of essays which have for the most part appeared in *The Quarterly Review*. The book will include an account of life in the deep-sea abysses, the British fishery question, and the work of Pasteur in elucidating the origin of disease.

Mr. MURRAY is also publishing 'From Peking to Sikkim,' by Count de Lessdain, the record of a journey carried out by him and his wife through the district of the Ordos Desert, which lies in a bend of the Hoang-Ho; thence, by the province of Kansu, across a high mountainous district into the valley of the Yangtse, and so to Tibet.

'THE ORIGIN OF VERTEBRATES,' by Dr. Walter H. Gaskell, which Messrs. Longman have in the press, is the outcome of twenty years' work. In it is put forth a theory of the origin of Vertebrates which is based upon two propositions: (1) that the essential factor for the upward evolution of all animals is growth of brain-power; (2) that each higher group of animals has arisen from some member of the highest group evolved up to that time, and not from a lower group. A special chapter is devoted to the consideration of the difficulties presented by current embryological doctrines.

WE note the issue as a Parliamentary Paper of the Annual Report of Proceedings under the Sale of Food and Drugs Acts, 1875 to 1899, the Merchandise Marks Act, 1887 to 1894, &c. (7d.).

At a meeting of friends of the late John Samuel Budgett, held in Cambridge on February 8th, 1904, it was decided to perpetuate his memory by the publication of a memorial volume with reprints of his various zoological papers, and descriptions of the more important material brought back by him on his various expeditions. The Syndics of the Cambridge University Press undertook the responsibilities of publication, the heavy expenses of illustration being met by a fund subscribed by Budgett's friends. The volume has been edited by Prof. Graham Kerr. Mr. A. E. Shipley has acted as Hon. Treasurer of the fund, has contributed a biographical sketch,

and helped in many ways towards the bringing out of the volume.

DURING the last few months many interesting specimens have been added by gift to the collections in the Natural History Department of the Royal Scottish Museum. In the course of the excavations recently carried on at the old Roman military camp at Newstead, near Melrose, many bones of dogs, deer, and horses were discovered. From the remains of the last, an almost complete skeleton of a Roman horse has been built up, and is now exhibited in the Small Mammal Hall. Note should also be made of the specimens of a small "leaf-footed" crustacean, the shield-shrimp (*Apus cancriformis*). This tiny creature, scarcely two inches long, was discovered in 1850 in some ponds in England, but since that date had not been recorded for Britain, and was regarded as extinct, until, in September last, examples were discovered in a pond in Kirkcudbrightshire.

PHOTOGRAPHIC registrations of Encke's periodical comet, which has never failed to return since its period was determined in 1818, were obtained by Prof. Max Wolf at the Astrophysical Institute, Königstuhl, Heidelberg, on Christmas Day and again on the 2nd inst., the brightness on both occasions being estimated to be of only about the thirteenth magnitude. It is situated in the constellation Pisces, moving in a north-easterly direction towards Aries. The perihelion passage will not be due until about the end of April; the last took place on January 4th, 1905.

Two faint small planets were photographically discovered by Mr. Metcalf at Taunton, Mass., on the 27th of November and the 11th of December respectively; one by Prof. Max Wolf on the 3rd inst., and two (the second remarkably bright for a recent discovery, being nearly equal to a star of the ninth magnitude) by Herr Kopff of Königstuhl, on the 3rd and 4th inst. respectively. In No. 4226 of the *Astronomische Nachrichten* is given a list of the results of a large number of observations of small planets obtained by Father Tsut-sihashi at the Observatory of Zô-sé, China, which is situated near the coast, to the south-east of Nanking.

FINE ARTS

THE INTERNATIONAL SOCIETY OF PAINTERS, SCULPTORS, AND GRAVERS.

I.

At the New Gallery the eighth exhibition of this Society contains few examples of the lasting interest that attaches to work of the best period of art, and although this gives to the show an unsatisfactory look of flippancy, yet it should be remembered that experimental art and the passing attractiveness of topical and journalistic motives have a legitimate claim on our attention. In England the policy of illustrated journals in filling their pages with photographs has almost abolished the kind of draughtsman of whom Renouard may be cited as a typical example, and this freak of fortune has pressed hard on some of the artists of the "International." Discouragement has settled on the illustrators who formed a large part of the original strength of the Society, and there is a temptation for them, as for other artists of the brief brilliance proper to journalism, to spend their talent in the production of flimsy exhibition works. Such a picture, as

distinct from that painted for the intimate pleasures of possession, is difficult to criticize, because it has no *raison d'être* except as an introduction to something else.

It is fair to only a certain proportion, therefore, of these artists to judge of their work by its success or failure according to the older standard which seeks a picture in a serious, complex thing wherein are many strands of interest mysteriously interwoven. Among the others may be many men excellently adapted to do the transient work of the hour—work which the world needs, but does not know that it needs, if we may judge by the decline of fine illustrated journalism on the one hand, and the absence of any general use of decorative painting on the other. These two branches of their profession are what most of these artists should be practising, were art playing its proper part in the national life, and they are fitted for one branch or the other according as their gifts lie in the direction of close actuality or a more generalized treatment of life.

The small "Illustrators' Gallery," with which the exhibition opens, while it is the most interesting of the three, brings home to one the extent to which draughtsmen are despairing of any worthy career strictly in the domain of journalism. How much lively observation straight from life we should have found here eight years ago! To-day the space is so largely given up to work not illustrative, but pictorial, that one lithograph, *Sam of Sorrow Corner*, by Mr. A. S. Hartrick, remains almost the sole representative of that vigorous naturalism which then promised so rich a store of raw material for the future historian. In this sort of work Mr. Hartrick is a master, and we regret that the superb series of topical drawings that appeared in the early numbers of *The Daily Graphic* is not being continued to-day. Excellent in another fashion, his other two prints of more permanent and general appeal, *The Crucifixion* and *Caliph Vathek*, do not give quite the same impression of being the productions of a man born to do this work and no other. Mr. E. J. Sullivan's best exhibit, *Old Darkie*, is in similar vein, but shows slight leanings towards the pictorial. Mr. Joseph Pennell sends some etchings which may tempt the collector more, but cannot compare in brilliance and charm with the everyday pen drawings he has produced in such profusion; nor are the coloured drawings of Elizabeth Shippen Green examples of the best way in which illustration can be influenced by painting. In England and America an illustration, owing to the invention of the three-colour process, tends to approximate in appearance to an easel picture—not to its advantage. In France, on the other hand, thanks to a public that relishes draughtsmanship of some lightness and continuity—thanks also to the development of the cartoon as a serious work of art—illustrators glide naturally and suitably into decorative painting of the lighter kind; for a fine cartoon demands just that power of generalization, of abstraction which marks off the decorator from the illustrator. Willette might be cited as an instance, or Forain, whose work we shall see here later. It is a disappointment, therefore, to find that well-known cartoonist M. Charles Léandre responsible for *A Design for the Decoration of a Brasserie* of entirely vulgar and realistic aim; the more so as his small drawing beneath it, *Les Épaves*, has just that easy and stylish design which we hoped to see in his decoration. Jean Veber has a coloured etching which is also disappointing. Hovering on the borderland between illustration and decoration, and not thoroughly satisfac-

tory as either, Louis Legrand's large pastels are extraordinarily clever. The lady getting out her glasses in *La D butante* may be mentioned as the most daring and dainty passage of draughtsmanship, his oil paintings in the exhibition being flagrant examples of how unwise even so masterly a draughtsman may be when he allows himself to be seduced into picture painting. Even in the drawings he is somewhat uneven, the ballet subjects being noticeably coarser in feeling; while *Le vieux Berger*, in which he attempts greater elaboration, is metallic and commonplace. Sir Charles Holroyd's *William Strang, A.R.A.*, and Mr. E. Zak's portrait are better examples of hard, careful portraiture in imitation of early masters, but these are a little stiff and laboured.

The *Femme   la Fen tre* by Degas is more truly archaic than these in its fine deliberation of touch, and here we come to a more intimate painting, claiming kinship with the marvel of stipple that represents the art of Matthew Maris. *Miss Elaine Lessore as a Child* is typical of that artist in the way in which it renders the mystery of life, yet renders apparently very little else; it is as though we were conscious of the presence of the child peering at us through a dirty glass. Of the same order of quiet, penetrating work are Mr. Muhrman's pastels *The Old Cottage* and *Snow Scene*, *Meissen*, and the excellent water-colours by Mr. Livens of scenes at Hastings. Of the coloured prints in the room, Charles Cottet's *Deuil Marin* is a decent, unpretentious rendering of one of his own pictures; while P. Nordfelt shows himself a real master of that art of printing which is technically the most difficult part of the Japanese woodblock process, but utilizes it to produce a beautiful bit of stuff rather than for purposes of expression. Of Mr. Morley Fletcher this is not so true, and he depends less on Japanese inspiration, but is still too intent on the preciosity of the *objet d'art* to attain any generous degree of creative power.

Fine-Art Gossip.

MESSRS. ERNEST BROWN & PHILLIPS will hold during the coming season an exhibition of the works of the late J. Buxton Knight. It will include paintings and water-colours.

In the Art Section of the "Entente-Cordiale" French Exhibition to be held in London between May and November of this year, of which we wrote last week, there is to be a Retrospective division.

YESTERDAY, at University College, London, Prof. E. A. Gardner began a course of lectures on 'The Theatre of the Greeks.'

THE death in his seventy-sixth year is announced from Berlin of the well-known German caricaturist Wilhelm Busch, whose 'Max und Moritz,' of which he was both author and illustrator, has taken its place among the classics of the German nursery. His 'M nchner Bilderb gen' enjoyed a great reputation, and the accompanying verses have in many cases become household words. He was a master of the art of writing nonsense verses, and in the grotesque style of drawing which he practised. Among the best known of his 'Bilderb gen' were the comic pictures of 'Der Virtuose' and 'Diogenes und die b sen Buben von Korinth,' with its often-quoted moral, "Das kommt von das."

M. TH ODORE JOURDAN, whose death at the age of seventy-five is announced this week from Marseilles, where he was a

professor at the  cole les Beaux-Arts, was an animal painter of considerable merit.

M. CAMILLE GROULT, of Paris, whose death is announced at the age of seventy-six, was an enterprising collector of a type which would have delighted Balzac. Thanks to a prosperous business, M. Groult was able to buy most things that he wanted. He once declared that he bought a whole collection in order to secure five articles in it. His own collection contains many fine things of the French eighteenth-century school, and his mistakes in purchasing early English pictures are counterbalanced by some examples of the first rank—the beautiful Gainsborough of Lady Mulgrave, and the charming Hoppner of Mary Benwell, and several fine Turners.

SOME interesting particulars are now available about the discovery a month ago of an extensive Frank cemetery at Haine-St. Paul in Belgium. At the present time 45 separate tombs have been opened, and in 25 of them have been found ornaments as well as a good deal of the black pottery typical of the Merovingian period. Three of the tombs seem to have been reserved for women, to judge from the ornaments found in them, which include bracelets, brooches, and rings. The cemetery must have been in use for a long time, as several different ways of placing the bodies are noted.

EXHIBITIONS.

- SAT. (Jan. 18).—Camelx Art Club Exhibition of Pictures, Private View, Goupil Gallery.
- French Engraved Portraits and Mezzotints by Nanteuil, Vaillant, and others, Mr. Gutzkunst's Gallery.
 - Gardens by G. S. Elgood, R.L., Private View, Fine-Art Society.
 - Life Work of the late Sir Noel Paton, R.S.A., Dor  Gallery.
 - Pictures of Brittany and the Isle of Skye, by C. Lillian Sheppard, and small Landscapes, mostly English, by Rose Aspinall Syers, Dor  Gallery.
 - Royal Society of Miniature Painters, Thirteenth Annual Exhibition, Modern Gallery.
 - Sunshine in Greece, Italy, and Albania, Water Colours by Stephen Simpson, and Etchings and Music Pictures by Pamela Colman Smith, Baillie Gallery.

MUSIC

Musical Gossip.

MADAME LIZA LEHMANN's new song-cycle, 'Nonsense Songs,' from 'Alice in Wonderland,' was performed for the first time at the Chappell Ballad Concert at Queen's Hall last Saturday afternoon. In her settings of Lewis Carroll's delightful lyrics the clever composer again shows that she can write music which is both melodious and diverting. Madame Lehmann has dealt in her most entertaining manner with "You are old, Father William," which, planned as a duet for tenor and baritone, exhibits pleading strains for the youth contrasted with firm and dignified utterance on the part of the old man. Very humorous, too, is the setting of "They told me you had been to her," interrupted by recitatives, in the style of old-fashioned Italian opera. Of the songs, 'Mock-Turtle Soup' and 'The Queen of Hearts'—the one for tenor, the other for soprano—show special refinement and charm. An admirable performance was given by Miss Caroline Hatchard, Miss Palgrave - Turner, Mr. Gregory Hast, and Mr. Hamilton Earle, with the support of the composer in the pianoforte accompaniments.

At a meeting held last Monday at Newcastle-on-Tyne, with the Lord Mayor in the chair, it was resolved to establish a Triennial Musical Festival on a scale similar to those of Birmingham, Leeds, and Sheffield. The Duke of Northumberland was unanimously elected President.

THE prize of 500*l.* offered by Messrs. Ricordi for an opera in English has been

won by Dr. Edward Woodhall Naylor. Messrs. Joseph Bennett, Percy Pitt, Tito Ricordi, and Sir Charles Stanford were the adjudicators. Dr. Naylor is organist and Lecturer in Music at Emmanuel College, Cambridge.

VERDI's 'Falstaff' will be performed by the students of the Royal College of Music at His Majesty's Theatre, under the direction of Sir Charles V. Stanford, on Tuesday afternoon.

'FIDELIO' was announced for yesterday at the Vienna Hofoper, the first performance there under the new director, Felix Weingartner.

Die Musik states that the Municipal Museum of Erfurt has recently acquired a portrait of the first half of the eighteenth century, at the back of which is the following inscription: "Joh. Sebast. Bach, born March 21, 1685, at Eisenach." It was at first supposed to be the portrait which Kittel, a pupil of Bach, is known to have possessed; but it does not agree either in age or dress with certain known details concerning that picture.

M. HENRI MARTEAU, Professor of the Violin at the Geneva Conservatoire, has been appointed successor to Dr. Joseph Joachim as Professor of the Violin at the Hochschule, Berlin. According to *Le M n strel* of last Saturday, however, M. Marteau, in a letter to the *Journal de G n ve*, states that though negotiations have been opened, and though he has signed a protocol, the matter will have to be submitted to the Prussian Minister of Finance, and afterwards to the Prussian Diet.

PERFORMANCES NEXT WEEK.

- SEC. Concert, 3.30, Albert Hall.
 SUNDAY SOCIETY Concert, 3.30, Queen's Hall.
 SUNDAY LEAGUE Concert, 7, Queen's Hall.
 MON. The Illuminated Symphony, 8.15, Queen's Hall.
 TUES. 'Falstaff' by Students of Royal College of Music, 2, His Majesty's.
 WED. Miss Daisy Hansell's Violin Recital, 8.30, Bechstein Hall.
 THURS. Twelve o'clock Concert, noon,  olian Hall.
 JOACHIM MEMORIAL Concert, 8, Queen's Hall.
 BROADWOOD Concert, 8.30,  olian Hall.
 SAT. Chappell's Ballad Concert, 2.30, Queen's Hall.
 POPULAR Concert for Children and Young Students, 3, Steinway Hall.
 MISS MYRA HESS's Recital, 3.15,  olian Hall.

DRAMA

THE WEEK.

LYRIC.—*A White Man: a Romance of the West, in Four Acts.* By Edwin Melton Royle.

THERE is always room on the stage for first-rate melodrama—and such, in its American scenes, 'A White Man' may be considered. The play is prodigal of romantic incidents, emotional crises, and theatrical situations containing the element of surprise; and the setting of its story is at once picturesque and, for English playgoers, more or less novel. It is only by depicting faithfully an unfamiliar environment that a writer of melodrama can show originality or give the appearance of getting close to life. Compelled by the conventions of his form of art to adopt, as the springs of the action of his characters, extravagant motives of chivalry and self-sacrifice on the one hand, and of jealousy, envy, and hatred on the other, he can in the main present but one unchanging picture—that of the ultimate triumph of virtue over vice, and of true love over the tyranny of circumstance. But it is possible for him to secure variety or an aspect of

actuality for the externals of that picture. He may, for instance, if his play has a military or naval colour, realize vividly the routine of either of the services. Or when, as is the case with Mr. Milton Royle, his choice falls on the life of a pioneer settler in the Far West, he may sketch in natural manner the superficial features of such rough civilization. Mr. Royle not only enlists our interest in his cowboys and ranchers and "toughs" and Red Indians, in his scenes of banter and quarrel and revolver-shooting laid in a makeshift drinking saloon; he also contrives to render the whole atmosphere of his play extraordinarily realistic. No wonder, then, that this American piece, which boasts, besides, an exciting plot and makes a strong sentimental appeal, received a more than friendly first-night reception.

The plot is compact of quixotry. For example, the hero—a young officer who is heir to a peerage—consents, out of love for a married woman, to plead guilty by flight to having committed a fraud which is the work of that lady's husband, his titled cousin. Once arrived out West, Jim Carston, as he calls himself, gives further proof of his chivalry by marrying an Indian girl who has saved his life, and by becoming in consequence a "squawman," a type of settler unpopular and socially ostracized in the States. So when the inevitable message comes telling him that his cousin has died, making full confession, and that he himself has succeeded to the title, and might perhaps marry his cousin's widow, the news arrives too late. Not only has he his Indian squaw to consider, but also a little son, whose sudden entry with the cry of "Daddy!" just as his father has learnt of his change of fortune, furnishes one of the most dramatic moments of the piece. Jim decides that he must play the "white man" still, and so refuses to leave his wife, but makes arrangements for his boy's education in England. The father's grief at parting with his child would constitute the most affecting scene of the play, were not the pathos overstrained. As it is, Jim has not, after all, to give up his boy, for the mother, in despair at losing her son, kills herself, and so cuts the knot of her husband's embarrassments.

Mr. Lewis Waller has provided a cast that is agreeably efficient. He himself, of course, in the titular part, is the most gallant and resonant of self-sacrificing heroes. His ringing voice and handsome presence have rarely shown to better advantage, and he lends a pretty touch of sincerity to the emotional scenes. Hardly less effective is Mr. George Fawcett in the character of a deliberate, contentious Yankee. Miss Nora Lancaster is a trifle artificial as the Countess, Miss Dorothy Dix producing much more effect as the Indian squaw, though her acting is almost entirely confined to pantomime. But perhaps the most interesting performances are given in the Indian parts by real Indians employing a still-extant dialect which has to be translated to the English-speaking

characters, as well as to the audience, by an interpreter.

The Plays of Molière. 8 vols. (Edinburgh, John Grant.)—The publication of this edition of Molière's plays, which was begun and left unfinished by another firm, has been successfully taken over by Mr. John Grant, the result being that the complete set of eight volumes is now available. Alongside the French text, which is based upon the edition of MM. Eugène Despois and Paul Mesnard, is an English rendering by Mr. A. R. Waller, preceded by a critical introduction by Prof. Saintsbury, and illustrated by 31 etchings after Leloir. Published at a moderate price, the edition is designed to meet the requirements of those playgoers and playlovers whose purse is limited, or who wish to supplement their knowledge of French by an adequate English rendering.

To describe the English portion as a translation is hardly correct; it is rather a literal rendering in English prose, and the delicacy of diction which marks the French text is hardly retained. To do that, however, would require supreme gifts, and we readily admit that Mr. Waller has accomplished his task with discretion and ability; the result, though hardly inspired, is a sound and sensible version. The substitution of the French equivalent of "sir" in the English translation, occurring as it does continually, is irritating. Thus we read: "Ah! Monsieur de l'Arménie, you shall be well tanned," &c., and again, "So, Monsieur impostor, you have," &c. On occasion there is a coarseness in expression which might have been avoided. Taking an example at haphazard, we find that in 'Les Précieuses Ridicules' Portibus exclaims: "Truly, it is very necessary to spend so much money to grease your mugs," as a rendering of "Il est bien nécessaire vraiment de faire tout de dépense pour vous graisser le museau."

The etchings after Leloir with which the various volumes are embellished are admirable. In vol. i. is Prof. Saintsbury's lengthy Introduction, in which an admirable sketch is given of Molière's career, together with an appreciative and critical analysis of the principal plays. In discussing the oft-repeated insinuation that Molière was not too particular as to whose ideas he annexed in order to form a foundation for his own plays, Prof. Saintsbury touches upon controversial matter, and his conclusion is as follows:—

"As to the charges, direct or indirect, of plagiarism, it cannot at this time of day be necessary to say much. It is practically acknowledged by all critics whose opinion is of the slightest value that such charges are only valid against bad writers, that the good writer may take his property (in Molière's own attributed, and very likely genuine words) where he finds it."

This is to state the matter too lightly. The fact is that Molière belongs to the greatest; and we are bound to forgive the greatest whatever they do.

HOLGER DRACHMANN.

DENMARK has lost her greatest poet, and Danish literature a picturesque figure, by the death of Holger Drachmann on the 14th inst., at the age of sixty-one.

Few writers have been so prolific as Drachmann, who in all published some fifty volumes of romantic plays, dramas, lyrics and epics, tales of fishermen, novels, and travel sketches, often illustrated by his own

hand, besides a spirited version in Danish of 'Don Juan.' He has often been named the Danish Byron, in view both of his personality and his choice of subjects. The sea had a perpetual attraction for him, and he devoted himself to it as an artist before he changed the palette for the pen.

In 1872 appeared his first 'Verses,' inspired by a prolonged stay in London and by the Commune in Paris, the subject of several poems. For some years Drachmann acknowledged the leadership of Georg Brandes as one of the chief men of the "awakening" of modern Danish literature in the seventies. 'Songs by the Sea,' 'Venezia,' 'Vines and Roses,' and 'Youth in Poetry and Song,' as well as his popular tales of fishermen with their struggle for existence, belong to this period. Later came a series of romantic plays and poems, and his descriptions of the last province of Sleswick showed that his radicalism had matured into nationalism. But reaction soon set in again, and in the eighties Drachmann was once more to be found in the ranks of the opposition, fighting like a free lance, as he loved to describe himself in his poetry.

He then travelled abroad, visiting Hamburg (where he braved the cholera epidemic of 1892), Skagen, the picturesque fishing town at the meeting of the North Sea and the Kattegat, and various towns in Denmark and Norway, and paying a second visit to London in 1900.

Scathing attacks on the Copenhagen bourgeoisie and officialdom appear in his novel 'Pledged to —' (1890), perhaps his most characteristic prose work.

He is best known to England as a dramatist, and published a dozen or so of romantic plays ('Volund the Smith,' 'Halfred the Scald,' 'Renaissance,' 'Once upon a Time,' 'Gurre'), all of which gained a success on the Copenhagen stage. In the four 'Melodramas,' among other romantic plays, Drachmann may be said to have caught the spirit of the Danish ballads and the light nights of the Danish midsummer.

His sixtieth birthday in 1906, the culmination of his poetic career, was celebrated as a national event in Denmark. He died, after having been in poor health for some time, at a little fishing village.

TO CORRESPONDENTS.—C. G. J. E. B. M.—G. N.—T. R. E. H.—O. A.—H. W. T.—A. R. B.—Received.

J. B. T.—Not suitable for us.

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